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ABSTRACT

This final report contains the operational assumptions and descriptive definitions of teacher training complexes, a series of statements which describe alternative variables for guidelines, descriptions of the seven USOE funded pilot projects which will operate during 1970-71, the record of the four committee meetings, and a roster of the membership. Three of the pilot projects are characterized as structural: 1) Appalachian State University Training Complex, 2) Training Complex State University of New York at Stony Brook, and 3) Southeastern Oklahoma State College --Dallas Independent School District Training Complex. Four are characterized as functional component models: 1) Emotional Aspects of Learning, 2) Methods Applicable to the Training of Educators (MATE) (Behavior Modification Training), 3) Northern Appalachian Training Center for Teachers in the Technologies, and 4) Self-Realization Department. Recommendations of the Ad Hoc Committee include close coordination of the pilot programs, coordination with the Protocol Materials Committee, continuous development of the guidelines, and funding of additional functional component pilots. See SO 000 183 for the committee's inventory of training centers. (DJB)

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FINAL REPORT

AD HOC NATIONAL ADVISORY COMMITTEE ON TRAINING COMPLEXES

JULY 1, 1970

TRAINING COMPLEX PROJECT ADMINISTRATIVE CENTER
CLARK UNIVERSITY
WORCESTER, MASSACHUSETTS

SP 000 184

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INTRODUCTION

The concept of the Training Complex, as the initiating core of an educational service district, was developed in Teachers for the Real World.

In response to the potential of this concept, the United States Office of Education decided to create an Ad Hoc National Advisory Committee which would discuss and review the idea of the training complex as a prelude to launching a series of pilot projects out of which a major new, national program might emerge.

On August 1, 1969, a meeting was convened by Donald N. Bigelow of the United States Office of Education with a number of interested parties for the purpose of initiating the venture. From October, 1969, through January, 1970, work progressed in developing a committee with the necessary talent and breadth to be able to respond to the challenge.

On January 15, 1970, the United States Office of Education accepted a proposal to form the Ad Hoc Committee. As stated in the proposal (submitted by S. Cohen), the goal was to pursue the various implications of the training complex, first by developing a series of alternative models and then by working with these models on a pilot basis.

The Committee was first convened on Feburary 27-28, 1970. It set for itself a termination date of July 15, 1970, for the first phase of the activity. It was assumed that the termination of the Committee's work would be followed immediately by a planning-pilot period in which a number of models would be tested.

While most of the Committee's charge dealt with its response to the notions discussed in Teachers for the Real World, two specific comments by U.S.O.E. personnel were most helpful. In a memorandum of July 10, 1969, Donald N. Bigelow stressed the need for the training complex to concern itself with in-service training as well as pre-service training. He also emphasized that ultimately training complexes, especially coupled with the notion of educational servide districts, might assume the form of a national network.

Dr. Don Davies, in addressing the first meeting of the Ad Hoc National Advisory Committee and in pointing to the urgent need for reform in the training of educational personnel, urged the creation of a new institution which could attract new talent to be utilized in different organizational configurations. He stressed that participation by all groups was a vital ingredient.

Looking back over the Committee's work of the past four months, a number of members commented upon what had transpired and on what the next steps should be:

"A new social technique ought to represent a significant difference, conceptually, from what is going on. [Up to now, the training of educational personnel] ...was an amalgam of existing services--a collection of old ways of doing things. Training complexes should represent a new way of doing things--not just bits and pieces and stuffing them together."

"Training complexes should [be able to] break down functions in greater detail. Thus, they can reinforce, remediate, and provide diagnostic elements [in the training process]. Training must be specific in terms of functional goals."

"A specific need is to provide for close communication among the seven Training Complex pilots that will be launched in 1970-71; to link the development of the pilot programs' needs for training materials with U.S.O.E. activities to develop protocol materials; to investigate the feasibility and desirability of additional pilots, both functional and structural; and to develop alternative sets of guidelines for U.S.O.E. A general need is to give national focus to the Training Complex idea."

"The area of subject matter transfer and translation should not be treated as a separate item in the training program. There are common content elements, laws, concepts, rules, procedures, and values which relate to all the training processes. Thus, all functional components must train for specific teaching skills meshed within the subject matter framework."

"This group recommends to U.S.O.E. that a new advisory group be established to continue to develop, promote, and evaluate the concept of Training Complexes."

RECOMMENDATIONS

As a result of its various deliberations and studies, the Ad Hoc National Advisory Committee proposes the following recommendations to the United States Office of Education:

Coordinating the 1970-71 Pilot Programs

The seven training complex pilots should communicate closely with each other on an operational basis to achieve the necessary feedback and cross-fertilization. All pilot directors express the desire that two four-day workshops be organized in the fall of 1970: one, conducted by Harold Cohen of the Institute for Behavioral Research on Behavior Modification Methods; the other conducted by Eli Bower of the University of California, Berkeley, on the Emotional Aspects of Learning. The need for a continuing mechanism to transmit ideas and practices generated by the four functional components pilots to the three structural pilots for operational use was emphasized.

Coordinating Training Complexes with Protocol Materials

The efforts of the seven training complex pilots should be coordinated with similar efforts of the Protocol Materials Committee, headed by Dr. B. O. Smith. Directors of the pilots should attend a joint meeting with the Protocols Committee, and each group should exchange "ex-officio" members to insure coordination. Each pilot project should attempt to identify and describe training materials which seem particularly needed and which grow out of its operational requirements.

Guidelines

The list of alternative variables for guidelines (enclosed in this report) needs further development. Comprehensive guidelines need further elaboration; such elaboration can partly emerge from the guidelines that each pilot program developed in 1970-71 within the context of its particular mission.

Need for Additional Pilot Programs

There is a definite need to stimulate additional functional components pilots, especially in the areas of the analysis and experience of educational and social systems; and in the area of social service roles.

Specific training techniques; e.g., life space interviewing, systems analysis, and the performing arts model need to be tested within the context of the Training Complex.

Exploring the System

In exploring the nature of the Training Complex as a system, it is desirable to review how national and state agencies have developed training and service systems. One of the pilot programs (Stony Brook) will convene a national conference on this topic in 1970.

A Successor Committee

A new, national advisory committee should be extablished to develop, promote, and evaluate the concept of Training Complexes. This committee would give the Training Complex continuing national focus and should deal with those functions mentioned above which are beyond the resources of the pilots. Continuity might be maintained by retaining some Ad Hoc Committee members on this new advisory committee.

***

The report which follows contains the operational assumptions and descriptive definitions of training complexes, a series of statements which describe alternative variables for guidelines, descriptions of the three structural pilots and the four functional components pilots, the record of the four committee meet-ngs, and a roster of the membership. Bound separately but an integral part of this report are the findings of the inventories.

Thanks go to the following active committee members without whose creative input and sustained effort, the training complex would remain a barren catchword: Benjamin Bernstein, Eli Bower, Francis Broderick, Harold Cohen, Paul DeVore, Richard Ford, Arthur Harris, Vernon Haubrich, Robert Havighurst, Mortimer Kreuter, William Kvaraceus, Irving Schwartz, Eugene Slaughter, B. O. Smith, Robert Stake, and Herbert Wey.

Thanks also go to Don Tuttle who played a vital role as both cogent contributor and committee monitor for U.S.O.E. And special thanks go to Donald Bigelow and Don Davies whose probing questions and constant encouragement provided both challenge and reinforcement for the committee.

Saul B. Cohen

Mitchell P. Lichtenberg

TRAINING COMPLEXES
OPERATIONAL ASSUMPTIONS
AND DESCRIPTIVE DEFINITION

Operational Assumptions

The present system of teacher training needs reform. The nation's educational needs have changed dramatically and have surpassed the capabilities of any single institution presently responsible for training teachers. Universities and colleges should provide the theoretical basis for teaching-learning as well as the substantive knowledge which teachers must acquire to perform their jobs effectively. Schools should provide the experiential framework: the experienced personnel who know the practical aspects of teaching on a day-to-day basis, the appropriate physical settings in which training takes place, and, most importantly, the target population--the pupils. But neither institution can by itself adequately train pre-service or in-service teachers, and other educational personnel. Institutions of higher education lack the contact with the world outside and must maintain their theoretical stance towards knowledge. The schools, already financially and physically overburdened with teaching children, cannot be expected to take on the additional task of training neophyte teachers or retraining their own staffs. Thus, there exists a definite need for a new training mechanism, called a training complex, which can draw on the formal resources of both school and university and other professionals in practice and the informal resources of the community (defined, alternatively, as parents, interested neighborhood agencies, industry, etc.) and which is operationally responsive to the ongoing needs of the member components, but not dominated by any single component.

Employing the strengths of the school, the university, and the community will enable training complexes to establish their own areas of responsibility: that of identifying needs and of training teachers and other educational personnel on a continuous basis to meet these needs. Utilizing staff from the three component systems, training complexes will seek to complement the theoretical and practical training that now exists and in some cases replace that training which presently operates on an inadequate or inefficient basis. Responsible to the individual needs of all the components of the cooperating systems (trainees, schools, higher education, teachers' organizations, community, pupils, and parents), training complexes will be free to employ a variety of training models which no single system at present can effect.

Training complexes can muster a wide and varied staff on the basis of outstanding ability and performance in a specific area rather than on possession of formal credentials. Training complexes can deploy its trainers in patterns that component members are presently unable or unwilling to use. Operating on "neutral ground," drawing upon the combined manpower and resources of educational systems and the community, and remaining ever flexible to the needs of its target populations, a training complex can serve its constituents more creatively and more effectively than any of the existing institutions or systems.

Several operational assumptions underlie the training complex concept:

1. A training complex can accomplish its objective with a greater degree of flexibility and efficiency than any other educational agency because of its single-purposefulness.

2. A training complex can design and provide specific training experience for educational personnel.

3. A training complex can make efficient use of a wide variety of personnel and resources drawn from the schools, institutions of higher learning, and the community.

4. A training complex can diagnose the specific needs of a variety of individuals and educational programs and provide training to help meet those needs.

5. A training complex can make its training experience attractive enough to (1) recruit, attract, and retain educational personnel on a regular and continuous

basis, (2) gain acceptance for a performance-based credential system, (3) convince existing non-member institutions to join training complex operations by contributing resources and pooling talent, and (4) enlist active support from all segments of the community.

6. A training complex can successfully involve all groups (trainees, school personnel, higher education, community, and target population /pupils/) in the pooling of talent, the implementation of programs, and the evaluation of the end product without domination or control of any particular group.

Descriptive Definition of Training Complexes

OBJECTIVE

1. seeks to bring about a significant increase in the competencies of American educational personnel through a new training system.

ORGANIZATION

2. is responsive to all elements of the concerned systems but dominated by no single group. It operates in autonomous fashion, pooling the resources and talents of a variety of presently existing institutions and

systems. "Neutral ground" may be preferable as the central base of the complex.

STAFF

3. utilizes a wide variety of skilled trainers, drawn from many sources (schools, community, university) to diagnose educational needs and to train educational personnel to meet those needs.

OPERATIONS

4. perceives training as a set of operations consisting of many discrete parts each suited to a particular need. These parts form the training program and can be utilized in a series of flexible sequences to match the needs of different trainee populations.
5. trains an individual whose ability can be demonstrated and whose performance can be evaluated according to a specified set of criteria.
6. diagnoses the educational needs of the local community and actively participates in the development,

implementation, evaluation, and diffusion of specific programs to meet those needs.

7. reacts to the needs of local institutions by maintaining a diagnostic, consultative staff, demonstration materials, and necessary equipment to help provide solutions.
8. achieves goals which neither schools nor universities can accomplish alone by reinforcing outstanding individuals, programs, and institutions by providing diagnostic services, materials, and funds.
9. defines its trainee population broadly including all persons associated with the education of youth and seeks within its resources to provide effective training programs for specified groups within the trainee population. The specific population to be trained in a complex is as broad as the people to be included in the educative process.

PHILOSOPHY

10. seeks to bring about constructive change rather than defend the status

quo by remaining sensitive to and flexible towards changes in content, training methodology, and characteristics of the trainee and target (pupil) populations.

11. evaluates its internal operation and its product on a continuous basis using known procedures, outside examiners, and feedback from the groups it serves. It seeks to provide a consistent rationale for its tasks and is ready to learn from experimentation.

12. builds upon the strengths of creative educational personnel to make "good" or potentially good educators into excellent educators.

A RANGE OF GUIDELINE ALTERNATIVES

Introduction

While a new advisory committee, if established, will make the final recommendations on Training Complex Guidelines, the following alternative sets of statements describe the opposite poles of a variety of concepts with which training complex proposals must deal. This list is not comprehensive and does not prescribe the format that future guidelines or their descriptions must take. The statements have been produced to help think through some of the elements which future proposals must take into account.

Future proposals must describe objectives, structures, and functions of a training complex clearly, comprehensively, and in terms which will allow anticipated results to be measured.

While we cannot now prescribe criteria for proposing agencies, we recommend:

1. participation by all pertinent groups in the early stages of conceptualizing the project,
2. establishment of policy and decision-making structures early in the planning stage,
3. careful delineation of the responsibilities of each participating group.

THE RANGE OF GUIDELINE ALTERNATIVES

1. Operational Setting:			
University Campus Training Laboratories R & D Centers	New training facility maintained by complex; e.g. educational condominium, education house.	Public Schools	Community
2. Centralization:			
	Highly centralized, maintains large staff; works from central site; concentrates facilities, resources, personnel; provides both diagnostic and training services.	Decentralized, maintains many small units, operates in various places, has transient, mobile staff, small administrative center, essentially diagnostic services only.	
3. Relationship to Other Institutions:			
	Interconnected, dependent, contracts out for services, borrows staff from other institutions on ad hoc basis, maintains small administrative staff, utilizes manpower and resources of region as needed.	Independent, has own funds, resources built in, can operate with own staff, does not need to borrow resources, manpower, has many capabilities of its own.	

Guideline Alternatives (continued)

4. Program Initiation:	Initiates and controls most training programs, uses own staff to run, maintain, evaluate set criteria, etc. Relationship with outside programs is slight.	Works through other institutions; funds quality programs initiated from outside, has little control, monitors, evaluates for outside institutions, has advisory role, coordinates.
5. Management and Fiscal Control:	Separate corporate entity, makes own policy, contracts for services, is self-contained.	Regional advisory board, uses existing institutions for fiscal management.... a federal system.
6. Operational Framework:	Staff numbers relatively static, deploys existing staff in variety of ways to achieve program goals, fixed table of organization	Builds staff, adds cooperating institutions, trainees, can grow to meet demand, or decline as needs lessen, adaptive model.
7. Scale:	Large scale, fixed staff.	Small scale, floating staff.
8. Programatic Operation:	Has fixed, sustained program; runs repeat sessions, builds up offerings, is year round operation with set schedule, operates to maximum capacity where possible. Brings trainees from their current employment at regular intervals.	Program very flexible, can expand or contract to suit immediate needs; plans, implements programs as demands arise, trains when trainees are available.

Guidelines Alternatives (continued)

9. Program Orientation:

Has comprehensive goal, deals with many tasks, diffuse trainee population, works on broad front with multi-program operation.	Has specific goals, attacks specific tasks, is not equipped to do everything, clearly defined area of competency, selects specific segment of trainee population (e.g., pre- or in-service subject matter, etc.), relies on other institutions to perform training it does not accomplish.

10. Staff Composition (Criteria):

High percentage of formally credentialled people.	Few credentialled people, experience in specific tasks a major characteristic.

11. Cost:

High cost operation, maintains physical buildings; equipment; has production facilities; owns large-scale machinery--no single institution can afford; depends initially on large-scale, long-term federal funding.	Low cost operation--rents or borrows equipment as needed. Uses production facilities available in the community. Depends upon mixed support from a variety of school systems, foundations, governmental agencies and industry.

Guidelines Alternatives (continued)

12. Penetration:	Seeks maximum, comprehensive penetration. Tries to contact all educational personnel in region. Trains varied trainee population simultaneously. Designs inclusive programs for all.	Seeks selective penetration. Identifies "key" groups. personnel. Operates to affect a certain percentage of the general trainee population.
13. Sequence:	Has specified, sequential programs for each sector of the trainee population. Posits steps for each trainee to undertake and complete. Uses refresher training on a continual basis.	Has no specified sequence. Trains for general performance, tries to match training to particular needs.
14. Trainee Population Ratio:	Works in depth with one primary sector of the trainee population. Ex.: works on pre-service or first year teacher, gives other educational personnel lateral programs. Sees need at one particular area or in one sector as primary. May work on one to one, trainee-participant ratio.	Works with all segments of trainee population. May form teams, can give similar experience to different sectors of population. Sees need equally at all levels; tries to achieve balanced approach.
15. Site:	Trains mainly off-site. Uses "laboratory approach," simulation. Covers teaching duties with replacement staff while trainees undergo training.	Trains on-site, in schools. Demonstrates, trains with live students, seeks to change particular program within specified school.

Guidelines Alternatives (continued)

16. Task Orientation:	Trains for general tasks common to all in specific sector of trainee population. Ex.: Teacher diagnosis of classroom problem.	Trains for specific, non-generalizable tasks to specific groups. Ex.: Special reading program, or guidance for drop-outs.
17. Identification of Needs:	Trains for needs as perceived or evinced by population; reacts to stated problems by setting up programs to help bring specific solutions in specific institutions. Ex.: Drug problems in School A; Open School Concept for School B.	Investigates institutions in region, identifies latent needs, designs and implements programs for majority of institutions within region. Ex.: All schools in county to upgrade social studies instruction.
18. Recruitment:	Offers pre-set programs to all comers, has large bank of training sequences and can handle a variety of sectors of the educational personnel group. Can offer repeat cycles. Offers programs to individuals.	Tailor-made programs for specific sectors based on identified needs. Offers singular programs, repeats programs only if desired by trainee population. Does not generally use sequences, or repetitive cycles. Offers programs to systems not individuals. Makes arrangements with school administrators for credit, released time, pay, etc.

Guidelines Alternatives (continued)

19. Scope:

Trains the "complete man."	Trains individuals in selected skills from selected operations.

INTRODUCTION TO PILOT PROGRAMS

The Committee feels that a number of pilot project experiences are necessary to test the various operational assumptions and definitional concepts of Training Complexes which have developed from its deliberations. These pilot projects may be divided into two major categories:

1. Structural pilots are concerned with the form of the Training Complex; that is, with its institutional character. These are especially oriented to considering the problem of "how to do it."
2. Functional component pilots are concerned with specific conceptual aspects of Training Complexes; that is, with the content of the Training Complex in terms of the themes to be covered, the techniques to be utilized, and the learning outcomes to be anticipated.

The findings from both structural and functional components pilots will provide necessary information regarding the entire Training Complex concept, and every effort should be made to integrate these two sets of pilot projects in such a way as to have rapid feedback and reinforcement.

The following four functional components pilots may be regarded as building blocks or elements of the model. In this sense, they are micro-pilots, designed to study and test specific problem areas with which the Training Complexes must eventually deal.

The following four pilots have been selected as a beginning:

1. Center for Training in the Emotional Aspects of Learning, University of California, Eli M. Bower, Director.
2. Methods Applicable to the Training of Educators (MATE) (A study on training for behavior modification methods.) Institute for Behavioral Research, Harold L. Cohen, Director.
3. Northern Appalachia Training Center for Teachers in the Technologies, West Virginia, University, Paul DeVore, Director.
4. Self Realization Development Model, Clark University, Irving Schwartz, Director.

Each of these pilots complement the others rather than duplicate their activities. Each of these pilots is considered replicable rather than unique. Each of these pilots is flexible and can be expanded readily should the need arise, and each of these pilots can be expected to provide knowledge about many of the important criteria by which Training Complexes can be judged.

It is assumed that the findings of these functional components can be utilized directly by the structural pilots in their initial experimental phases.

The Committee has also discussed the need for other functional components pilots, examples of which would be: "analysis and experience of educational social systems" and "teacher competence training models." Limitations of funds prevent further pilot developments at this time. Each of the proposed functional components pilots will be funded at a very modest level, approximately $15,000 per project.

APPALACHIAN STATE UNIVERSITY
TRAINING COMPLEX

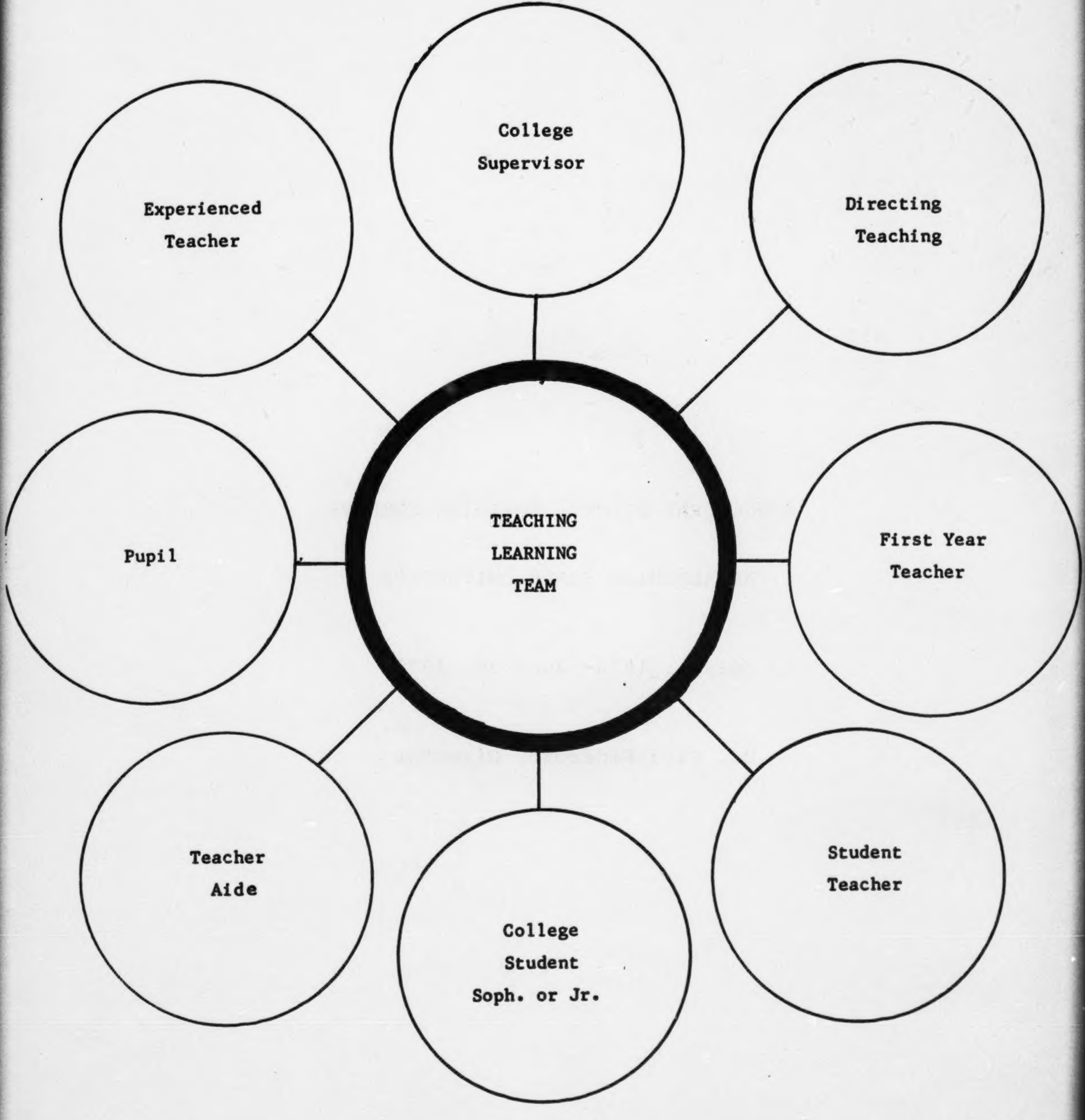
The Appalachian State University Training Complex is based upon a cooperative structure in which the role of the university as initiator and leader is emphasized. This pilot project has undergone considerable change as a result of the imports from the Advisory Committee. The model itself represents an effort to respond to the needs of a rural community as distinct from the other two structural pilots.

STRUCTURAL PILOT: TRAINING COMPLEX

APPALACHIAN STATE UNIVERSITY

July 1, 1970--June 30, 1971

Dr. Paul Federoff, Director



Appalachian Consortium Teaching-Learning Complex
Pilot Project

BRIEF DESCRIPTION OF INITIAL PROJECT

The following pages give a more detailed explanation of the rationale, the purposes, and the design of the Training Complex. It is the purpose of this brief summary to give the reader a description of the initial project of the Complex.

The Training Complex headquarters will be located in Wilkes County. It will serve the Wilkes County Schools, as well as the surrounding counties. Appalachian State University is located approximately forty miles from the headquarters of the Training Complex.

INITIAL PROJECT (1970-71)

The initial project will be concerned with developing a new model for the continuous training of teachers and replace our present models of pre-service and in-service training. The model will consistsof a teaching-learning team made up of a college supervisor of student teachers, one or more experienced teachers formally known as supervising or directing teachers, one or more first year teachers, one or more student teachers, one or more teacher aides who could be parents, or teachers in training, and pupils. See pictorial diagram of this teaching-learning team immediately following this description of initial project.

The major purpose of this new model will be the continuous learning for every one involved, including the college supervisor, the experienced teacher, the first year teacher, the student teacher, the teacher aide, and the pupils. This means that each of the members of this teaching-learning team will be actively involved in the development of curricula for teacher training and new curricula for pupils in elementary and secondary schools. Major attention will be given to the creation of new approaches to teaching and learning. All members of the team will be involved in working with and teaching boys and girls. In the beginning of this pilot project the emphasis will involve grades K through 12. An example of a teaching-learning team in the area of history for middle or secondary grades would include one or more college supervisors of student teachers, supported by other University faculty members who have expertise in the social studies discipline, five experienced teachers of history, five history teachers, ten student teachers in the area of history, five teachers aides, and the students in the middle or high schools who are studying history. This teaching-learning team would have as its main objective developing a new model for the continuous training of teachers of history and would be involved in developing curricula including new approaches to the teaching and learning of history for teacher trainers and for boys and girls.

This team would be completely free of the present requirements in which we have a one to one relationship between a directing teacher and a student teacher, supported by a college supervisor who visits the two, four or five times during a twelve weeks period. The discipline or grade level which the first team or teams would represent will be determined by the Director and his Governing Board.

PROJECTED PLANS

Introduction

Appalachian State University proposes the development of an Appalachian Training Complex in northwestern North Carolina for the following reasons:

1. The institution's 65-year history of preparing educators and educational personnel for the public school system, and its 12-year history of preparing two-year college educational personnel, during which Appalachian has established a close, mutually beneficial relationship with public schools and community colleges in the region throughout the State. This past year, Appalachian graduated 830 educators.
2. The institution's firmly established Educational Extension Program, which primarily serves older adult learners. This past year, 23 extension classes in various disciplines were taught by professors in a 22-county area. Over the past three years, enrollment has almost doubled.

3. The University's experience in assisting W.A.M.Y., the local community action agency, in education programs of a direct vocational nature (under Title I of H.E.A.), and in conducting the local prison education program.

4. The Continuing Education Facility presently being developed on the Appalachian campus. This unique self-contained facility will provide ample opportunity and space for workshops, institutes, observation, and instructional classes pertaining to all facets of education.

5. The University's interest in educational programs and meeting the contemporary needs of both its regional academic community and its regional community, non-oriented to formal academic programs. This is evidenced by the innovative nature of the Continuing Education Center and the Bachelor of Technology Degree Program recently approved by the State, and by projects recently funded by the Office of Education, such as a Triple-T program and a specially designed program for Preparing Teachers of the Disadvantaged. Other non-traditional approach programs have also been designed and are now being considered for Federal or Foundation funding. This point is emphasized because Appalachian is convinced that one primary factor vital to the success of education in the modern world is the development of new, innovative teachers and curricula and special course materials and resources with personalized relevance.

6. The University's proximity to large numbers of undereducated and low income persons. In this region alone, the average drop-out rate from grades 7 through 10 is between 35 and 40 per cent. Further, many youths never finish grade school. In this region, about six-tenths of low-income White families and seven-tenths of low

income Black families are headed by persons with no education beyond grammar school. Of all families, only about 22% of persons 25 years old and over have completed high school or more, as compared with the State average of 32% and the National average of 41%. Without proper education, with out-migration recently reduced to less than 5%, and with the steady decline of farming and the agricultural economy base, a high rate of unemployment and underemployment exists; over 40 per cent of the families in this region are public welfare recipients.

7. The experience and associations with community leaders, members, and organizations formed by the University through its regional-community assistance programs. This association will be broadened and further strengthened by other recently proposed projects such as one to develop an Adult Education Center at Appalachian and one for an 8-county Talent Search program.

This plan is predicated upon the critical, well-documented need for new approaches to education and teacher preparation for contemporary and future America. Appalachian believes that the establishment of a Training Complex will not only reciprocally reinforce and mutually benefit the University's other innovative projects, such as its Triple-T and Lighthouse School programs, but will also serve as a center for the integration and expansion of these projects in effecting a total, systematic program. Through implementation of the Training Complex concept, which will primarily serve both rural southeastern "Appalachia" and the small urban centrrs of northwestern North Carolina, Appalachian believes that such serious problems as teacher dropouts and teacher shortages, student dropouts, education for the disadvantaged, and community development, among others, can be significantly reduced.

This interinstitutional-community partnership project has been developed with the enthusiastic support of Dr. Howard Thompson of Wilkes Community College and Mr. Wayne

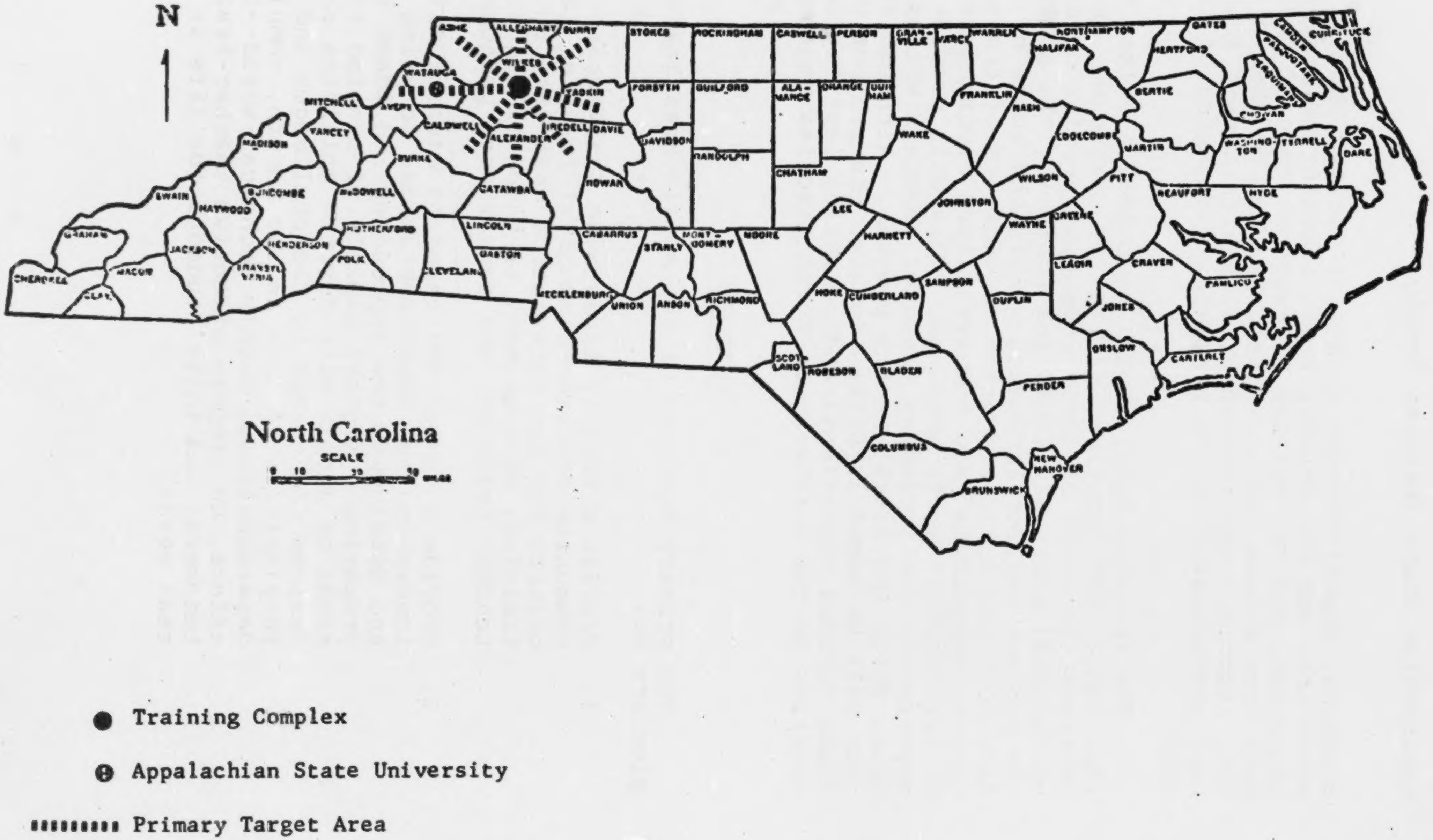
Bradburn, Superintendent of Wilkes County Schools. These educators, and Mr. Charles Polk, Director of Continuing Education, and Dr. William Richardson, Dean of Instruction, both from Wilkes Community College, and Mr. Rex Whittington, Associate Superintendent of Wilkes County Schools, have participated in the preliminary planning of this project.

The Training Complex will be based in Wilkes County. (See map.) The location, facilities, personnel, and demonstrated interest of their community service oriented educational units are ideal for achieving the goals of the project and for including within the scope of the project both the rural and urban communities of the mountanous "Appalachia" and industrialized Piedmont regions of northwestern North Carolina. This will provide ample opportunity for including isolated mountain Whites and urban White and Blacks in the program. Although the project will be based in Wilkes County, the project will include various educational and community institutions and counties in the northwestern North Carolina region.

I. PURPOSE

The primary purposes of the Appalachian Training Complex are to:

1. Provide a totally integrated (university--community college--community) learning laboratory for the interactive training, retraining, or continued training of teachers, teacher trainers, and supervisory personnel.
2. Provide a center dedicated to educational innovation and experimentation, to using and developing new approaches and ideas in preparing educators capable of meeting the needs of people with diverse abilities and desires confronted by the challenges and perplexities of life in the modern, complex, depersonalized, highly technical world--in effect, to prepare effective teacher-trainers, teachers, and their students for life in the real world.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ONSLOW
CARTERET
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK

3. Provide a service center that will be a special focal point of continuous training for teachers desiring to study by direct involvement and participation in particular teaching skills or new techniques of teaching.

Among the functions to be performed by the training complex for accomplishing these purposes are the following:

1. Developing, preparing, and storing materials for training (practice specifications, video recordings of teaching, transcripts of classroom discourse, etc.)

2. Training new and experienced professional teachers in the skills entailed by the following list of abilities*:

    a. Perform stimulant operations (question, structure, probe)

    b. Manipulate the different kings of knowledge

    c. Perform reinforcement operations

    d. Negotiate interpersonal relations

    e. Diagnose student needs and learning difficulties

    f. Communicate and empathize with students, parents, and others

    g. Perform in and with small and large groups

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*List items a through j taken from Teachers for the Real World, by B. Othanel Smith, et al, for the Task Force of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D. C.: American Association of Colleges for Teacher Education, 1969, p. 71.

   h. Utilize technological equipment

   i. Evaluate student achievement

   j. Judge appropriateness of instructional materials

   k. Work effectively in a team teaching role

   l. Employ individualized, continuous progress resource materials

   m. Utilize teacher aides, peer group tutors, and other assistants

3. Conducting training programs for the preparation of auxiliary teaching personnel

4. Conducting programs for the continuing education of teachers

5. Conducting courses, seminars, and independent study in subject matter fields relevant to the teacher's preparation or to the preparation of teacher aides and other auxiliary teaching personnel

6. Elminating racism and the alienation of youth from adult institutions

7. Coordinating community involvement in the Training Complex.

II. PLANNING

Appalachian State University and the other members of the Complex consortium are aware that a viable solution to the crucial, complex problems confronting teacher training and public school education can be effected through a training complex only if there is and continues to be careful, extensive and intensive planning with uninhibited feedback.

The consortium will rely not only upon the resources of its own members and of the Governmng Board but also upon the educational expertise of consultants from throughout the nation. In the planning and throughout the operation of the Complex, the focal point of the project will be to effect relevant change: change that holds real promise for improving any condition of the learning situation.

Most of this first year will be spent in planning for the Training Complex. Planning strategies will be accomplished for each of the following areas:

1. Organization
2. Pilot Teacher Training Program (Teaching-learning team)
3. Pupil and Client Sources
4. Intern Program
5. In-Service Training Program
6. Staffing
7. Program Evaluation

One of the first actions to be taken will be visitation. The Director and others that he may select, from members of the Advisory Board or proposed staff, will visit selected, previously established Training Complexes and other innovative projects throughout the nation. Also, all of the most recent, pertinent information on training laboratories and on new approaches to teacher training and student learning will be reviewed, discussed, and evaluated for possible application in the proposed Training Complex. Further, conferences will be held with groups at all points along the educational spectrum to determine what criticisms and suggestions parents, teachers, and students have, for example, with respect to improvement of the educational process.

A. Organization

During the funding period, the number of people to be involved in directly administering and coordinating the program will be determined and their specific responsibilities outlined. The procedure to be used for the selection and rotation of Governing Board members will also be determined.

Among other functions, the Board will serve as the mechanism through which the interests and points of view of the various agencies and community groups are represented as the policies and specific program of the complex are developed. The Board will consist of representatives from the educational and business communities and from area community service organizations and parents whose children are involved in the project as pupils for the training laboratory.

Although State and Local public school authorities have already consented to establishment of the Complex and have been involved in developing this Planning Proposal,during the pre-planning phase itself, these representatives will be consulted by the Project Director and the Governing Board in defining the specific roles of the State and of the local school district with respect to the Training Complex.

During the early part of the planning phase, sessions will be planned for orienting all of those to be directly involved in the Training Complex to the overall objectives of the program, to the organizational pattern of the program, to specific objectives and responsibilities of administrators, staff, trainees, etc., and to approaches and innovative instructional materials, resources, and equipment to be used in the teacher training laboratory. These workshops will thus be used to thoroughly familiarize all personnel with all facets of the program and to familiarize all personnel with one another.

At initiation and throughout the project, adequate safeguards will be developed to ensure that the tendency toward a rigid hierarchy is averted. The organization of the project will be to guide and provide capable, responsible direction, not to restrict the choices and development of those who are lower members of the echelon.

B. Pilot Teacher-Training Program

The Director, Advisory Board, and selected consultants will determine the qualifications and number of teacher trainers, teachers, trainees, supervisory personnel, and students to be involved in the training laboratory. Further, techniques and procedures will be developed for observing and evaluating trainees. The formal structure of the training process itself will include the following elements:

1. Establishment of the practice situation
2. Specification of the behavior
3. Performance of the specified behavior
4. Feedback of information about the performance
5. Modification of the performance in the light of the feedback
6. Performance--feedback--correction--practice schedule continued until desirable skillfulness is achieved.

The curriculum procedure itself will be based upon the following considerations*:

1. Teaching has to be analyzed into the tasks to be performed.
2. The abilities required for the performance of these tasks have to be specified.
3. The skills or techniques through which the abilities are expressed have to be clearly described.
4. Training situations and exercises for the development of each skill have to be worked out in detail.
5. Training situations and exercises have to be classified and indexed by tasks, abilities, skills, grade levels, fields of instruction and backgrounds of children.

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*Teachers for the Real World, p. 77.

Appalachian State Training Complex

For the laboratory students, recently developed, individualized continuous progress materials will be incorporated. Such approaches and resources are already planned for inclusion in other special educational projects to be implemented by Appalachian State University. In mathematics, one professor at the University has been working with a State project which involves the development and implementation of individualized mathematics materials. From experience gained as a consultant to this project, Dr. Richardson is now developing other IMS materials for innovative projects.

So that the teacher trainees to be involved in the program might develop empathy with all students, empathy based on understanding that entails comprehensive objectivity, and so that the situational approach to be employed in the project might be supplemented by a systematic study of pedoagogically relevant aspects of the sociology, anthropology, and linguistics of the inner city and of isolated rural Appalachia poverty areas the training of trainees will include systematic courses in educational anthropology, educational sociology, and social aspects of linguistics. Courses of this nature have already been designed and approved by the University for the preparation of Triple-T trainees. The situational approach will be further reinforced by seminars and special, non-rigidly structured sessions of varying nature on the relevant aspects of knowledge theory and the cognitive and affective processes of learning and feeling. There will also be pedagogical courses dealing with the different kinds of knowledge, such as analytic and contingent, prescriptive and evaluative, and singular and general.

In these specially designed courses and sessions, the focus will be on familiarizing the teacher trainees with the concepts they will be using in the training component of the program. The development of these courses and sessions, therefore, will follow the development of the situationally-oriented part of the program.

The situationally-oriented part of the program--to develop the teacher trainee's conceptual system by identifying the most general categories of situations that teachers face--will follow the guidelines set forth in Teachers for the Real World (pp. 64 and 65):

Appalachian State Training Complex

1. *Collect* audio and video materials of the work of the teachers.
2. *Review* research on teaching, and review such other research as may be relevant, and formulate categories of the situations encountered by teachers.
3. *Analyze*, *classify*, and *index* the audio and video materials into the situational categories that have been formulated.
4. *Select* concepts, generalizations, and facts relevant to the comprehension of the situations from appropriate sources.
5. *Arrange* the protocol or situational materials into courses of instruction.
6. *Analyze* protocol materials to make sure they are fundamentally understood for instructional purposes.
7. *Try out* protocol materials on a small scale with a few teachers in training.
8. *Make revisions* that the tryouts indicate.
9. *Put the program into operation* for the total student body in training.
10. *Make revisions in the program* that wider experience and evaluation indicate from time to time.

This part of the program will be enhanced by the fact that Wilkes Community College has already instituted a paraprofessional training program upon which this Training Complex can draw.

C. *Pupil and Client Sources*

Another part of the planning will be to determine those who are to constitute the student body of the training complex. It is anticipated that pupils will be selected both from the Wilkes County area and from among unemployed youths who have dropped out of school. Among those selected, however, both rural and urban disadvantaged--both Blacks and Whites--will be represented.

Once the target population has been determined, specific recruiting and orientation procedures will be determined and utilized to involve the target students in the program. The necessity of explaining the project clearly to both these pupils and their guardians (where pupils are not adults) is acknowledged.

Only after the number of students to be involved has been determined and the actual participants identified can a specific period (or periods) be set for conducting the laboratory, although the Director and Governing Board will, earlier in the planning period, decide upon various times that would be acceptable.

The possibility of using parents as clients for training teachers in techniques of empathy and communication will also have to be determined and procedures for doing so will have to be developed if this approach is used.

During the planning period the Project Director and Training Complex Advisory Board will decide upon incentives to be employed for inducing pupils and clients to participate in the laboratory.

D. Intern Program

Another key component of the planning phase is the intern program. Realizing the importance of interfacing the skillfulness acquired by teacher trainees completing work in the Training Complex with an internship program in a public school system, the Director and his assistants will make all of the necessary arrangements to ensure that this is done.

The internship arrangements will be designed so that:

1. An intern is a charge of the school system in which he works.
2. A trainee becomes an intern only after demonstrating to himself or herself, as well as other evaluators, readiness for interning.
3. Interns will be a part of a teaching learning team composed of college supervisors, experienced teachers, first year teachers, college students in training, teacher aides, pupils.

4. Interns gradually assume more and more responsibility for leadership in the teaching-learning team.

5. Interns would receive a nominal salary for their services and, after a successful internship period, would be regarded as ready for employment as a regular member of the school faculty.

The internship program will be developed in consonance with the public school systems of the region and the State Department of Education.

e. In-Service Training Program

During the planning phase, it will be the responsibility of the Director and Governing Board, and whoever else they may deem necessary to use as advisors, to plan for independent study and seminars to orient all participants with the exact roles they are to perform in the program and to introduce and discuss with teacher trainers, teachers trainees and teacher trainer supervisors the guidelines, teaching laboratory materials, and resources to be used in the program. In planning the number of sessions to be held, the facilities needed for conducting the sessions, and all auxiliary arrangements will be determined and the sessions duly scheduled. This will be accomplished and the orientation seminars conducted as a part of the total planning task.

Planning will also be concentrated on the development of programs for experienced personnel not involved in the organization and training program of the Complex. For these people, the Complex will provide a center of continuous professional education where, ultimately, any teacher might come to learn new teaching techniques--*not by listening and talking about them and not to observe, but rather to be actually practicing what is desired to be learned*. This could take from two weeks to a full year. In such a case, the teacher would have to be given a sabbatical leave and temporarily replaced. While at the Complex, the teacher could sign up for advanced credit and use the opportunity both for graduate study and certification purposes. Once the technique sought was mastered, the teacher would return to the employing school.

Complex personnel would follow up and visit with the teacher for a period of time to see that the teacher was actually following through with what had been learned at the center.

F. Staffing

During the Pilot Program, Appalachian State University will work within and utilize the full cooperation and assistance offered by the Wilkes County School System in selecting public school teachers with the interest in and ability to help train other people. Teachers selected to help in the training laboratory and to serve as members of the teaching-learning team will be those who are articulate about what they do and why they do it, who have demonstrated techniques of teaching and the use of criteria for the selection of instructional materials, and who have proved competent in conferences with parents and teachers and who are interested in continuing their own training.

Other professional personnel who will directly participate in the Complex program either as advisors, consultants, teacher trainers, or as assistants in helping to determine others who are to function in this capacity will be as follows:

1. Dr. Herbert W. Wey, President of Appalachian State University (ASU)
2. Dr. James W. Jackson, Assistant to the President and Dean of Educational Innovation at ASU
3. Dr. Benjamin Horton, Jr., Dean of the College of Education (ASU)
4. Dr. Nicholas Erneston, Dean of the College of Fine and Applied Arts (ASU)
5. Dr. William Strickland, Dean of the College of Arts and Sciences (ASU)
6. Dr. Lee Reynolds, Chairman of the Department of Teacher Education (ASU)

7. Dr. William Fulmer, Director of Student Teaching (ASU)
8. Dr. Robert Reiman, Director of Institutional Research and Development (ASU)
9. Dr. Howard Thompson, President of Wilkes Community College
10. Mr. Wayne Bradburn, Wilkes County Superintendent of Public Instruction

The Director of the Training Complex Program will be Dr. Paul Federoff, who has been employed as a member of the Appalachian State University College of Education staff specifically for this purpose. The following is a brief summary of his experience and qualifications:

DIRECTOR: Dr. Paul Federoff

EDUCATION:

Wayne State University
B.S. degree in Elementary Education (English and Science), 1955
M.Ed. degree in Elementary School Administration, 1964
Ed.S. degree in General School Administration, 1964

Michigan State University
Ed.D. degree in Elementary Education, 1967

PROFESSIONAL EXPERIENCE:

1967-1970	Executive Director/Instruction, K-8, Port Huron Area Schools, Port Huron, Michigan
1964-1967	Coordinator of Student Teaching at Michigan State University
1955-1964	Principal of Green Acres Elementary School, Warren, Michigan
1948-1955	Accountant for such industries as National Cash Register Company and Dodge Motor Company

PUBLICATIONS:

Dissertation: A Comparison of Educational and Occupational Aspirations and Expectations of Sixth and Twelfth Grade Students

(NOTE: Dr. Federoff's experience has been primarily in teaching and teacher training, not in research. Since the Complex is to be a training center and not a research center, Appalachian has intentionally selected a director who is not research oriented.)

PROFESSIONAL AFFILIATIONS:

National Education Association, Michigan Education, Association for Student Teaching, D.E.S.P., W.E.A., AND MCPA.

G. Evaluation

The objectives of the Training Complex focus on increased effectiveness of teaching through intensive and extensive pre-service and in-service teacher training centered on training laboratory experiences and learning by doing with the techniques of imparting subject material learned to students at various levels in public schools stressed. Efforts will be undertaken to bring together education, liberal arts, the schools, and the community so that these combined investments will produce teachers who, in the final analysis, can make possible the maximal learning effectiveness of children. Evaluation of primary worth, therefore, must ultimately test the extent to which children learn when placed in learning climates designed by Training Complex personnel. Such results would then be compared with the learning climates effectiveness of children who experience non-Training Complex learning climates.

The initial evaluation of this planning and pilot project, however, can only be an in-house evaluation of a subjective nature which will determine whether or not the Training Complex approach to the preparation of teachers has been appreciably more successful than the traditional approach to pre-service or in-service teacher training. After the pilot program, a statistical study will be made comparing the attitudes, confidence, and effectiveness of students completing the complex training program and internship with students completing the traditional program with its non-laboratory practice teaching approach.

It is the contention of the Appalachian Training Complex consortium members that children who attend classes taught by teachers trained in this program will learn at significantly more effective levels. Such results, however, cannot be fairly and effectively measured until the program is considerably expanded with funds available to involve more teachers and other participants.

Learning is to be viewed here to include several kinds. Among these are those of cognition (that is, knowing, which includes knowing how to read, write, and manipulate mathematical symbols in meaningful ways). It can also be expected that connotive responses will show significant gains in effectiveness among children who are instructed by personnel influenced by the Complex program.

In addition, it is contended that these children will be able to function with greater perceptual accuracy as well as perceive beyond what was ordinarily perceived by children who attended the school or area prior to the new instruction resulting from the Complex program.

It is assumed, also, that these children will be less crippled in other ways; more free to behave creatively. They will be expected to behave more uniquely, creatively, in their problem-solving approaches.

Finally, these children should learn at effective levels in significantly more varied, responsive, and appropriate ways at the ego-strength level than was true of children who attended the school with teachers who came from more traditional teacher training programs. In the post-Pilot program (where data in some areas are not available from children who attended the school formerly), data will be collected from schools in comparable socio-economic, cultural, and racial communities.

A thorough research design will be worked out when staff can be budgeted for this operation and after teachers have been prepared and are employed in the Wilkes public school system.

Appalachian State Training Complex

Midway through and at the end of the Pilot Program, all personnel involved will be asked to formally evaluate the program and its facets in terms of their own function and the functions of others as related to the general and specific objectives of the pilot program. Thus, for example, the Board will evaluate its own accomplishments and the accomplishments of other program elements on the basis of periodic reports by the Director and first-hand observation; the Training Staff will evaluate the teacher trainees, both of whom in turn will evaluate the role and accomplishments of the Board, with teacher trainees evaluating the training staff and both levels evaluating the courses as conceived and presented. The Director will evaluate the entire program and be, himself, evaluated by the Board and training staff. Rating scale evaluation sheets with space for comments and recommendations, prepared by the Office of Institutional Research and Development in cooperation with the Psychological Services Center and Testing Center at Appalachian State University, will be used. Besides this formal, internal evaluation, the program will be open to criticisms and recommendations throughout, and at all levels.

STATE UNIVERSITY OF NEW YORK
AT STONY BROOK
TRAINING COMPLEX

The Stony Brook-based Training Complex evolved over the course of the ad hoc Advisory Committee's deliberations from a narrowly-based structure in which the focus was upon the field associate who would link the university and the school to a broadly-based training condominium structure. This training condominium is an attempt to define the concept of "neutral ground" more precisely. It brings together institutions which form elements of the complex on a consortium base. These elements can continue to "sell their holdings independently" as well as cooperate in the consortium. The role of the State Department of Education and the Teachers' Association plays as strong a consideration in the complex as do school districts and the university.

The notion of an Education House is central to the complex. Education House serves one school district and, on a contract basis, elements of surrounding districts. Based at Education House are several field associates. Education House focuses upon one problem area, be it the model school or mathematics. A number of Education Houses comprise the Training Complex.

STRUCTURAL PILOT: TRAINING COMPLEX
STATE UNIVERSITY OF NEW YORK
AT STONY BROOK

July 1, 1970--June 30, 1971

Dr. Mortimer Kreuter, Director

1. The Educational Field Associate: A University School System Teacher Trainer
2. Notes on the Educational Field Associate Training Complex
3. Education House: The Condominium Concept

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Stony Brook

(1) THE EDUCATIONAL FIELD ASSOCIATE:

A UNIVERSITY-SCHOOL SYSTEM TEACHER TRAINER

Problem: The difficulty of improving the quality of the student teaching phase of a prospective teacher's preparation needs no long evaluation here. Numerous studies have shown that too often the practice period offered new teachers has been inadequately supervised, lacking in training aids, and cumbersomely welcomed by the host school. Frequently finding that quality teaching is less rewarded than participation in the bureaucracy of the schools or the politics of the town, he becomes less aware intellectually and less stimulating to his students. The result is two educational systems characterized by a single communality: teachers to be teachers are required to attend a university or college four or five years early in their life. The State University of New York at Stony Brook intends to provide a structure designed to activate a symbiotic relationship between the university community and the schools, a continuing dialogue which will benefit both through the exchange of information and problems residing in each.

Proposal: The two seemingly irreconcilable pulls, one for staffing demanding public school situations; the other for maintaining the University's high quality and academically sequential preparation, offer in reality an opportunity to go a long way towards the development in teachers of a professional attitude towards continuously acquiring new theoretical knowledge for practical classroom work. It is at the point of the initial year of schoolroom contact that the student and/or the new teacher begins to put into teaching practice what has been taught to him. This proposal suggests that precisely at the point of entry into the school's operational system and before he becomes enmeshed in long-lived bureaucratic rules and traditions, the new teacher should be encourage to develop a career-long frame of reference which proves to him he benefits as a practitioner when he stays current in his field. Moreover, the University's currency of knowledge should be coupled with access to the technical assistance to successfully influence a teacher's work. This technical assistance should be especially useful to the young teacher who is understandably somewhat apprehensive about the rating system of the schools and consequently receptive to an additional non-threatening but a recognizably high quality source of support. Seen this way, the preparation of teachers, including both graduate instruction and technical assistance, forms a continuum of University service from the pre-teaching level through the early years of a teacher's career. In effect, since a fifth year of education is required for state certification and local tenure, the University is already involved in this process, although much remains to be done. The in-school supervision of student and entry-level teachers is universally deemed to be the most crucial variable in the preparation of teachers. In fact, Conant, feeling that only experienced classroom teachers could adequately assume this supervisory role, proposed a new type of teacher educator to help pre-service teachers to acquire competency in their fields (the clinical professor of education.) Unfortunately, since the Conant proposals almost a decade ago, no clear-cut definitions of patterns of employing of the clinical teachers of teachers have emerged. The education professoriate has not been able to include in its ranks the clinical professor, at least not in the academic and research oriented university. Commonly, because the supervisor of student teaching position is low-level in prestige but high-order in burden, the supervision of student teachers has faltered, the possibility for assuring the continuing influence of the University as a teacher development resource has lagged, and the attachment of teachers to the habit of continuing life-long learning has not been strengthened.

Hence, in the view of this proposal, a start must be made to redefine and reshape the role of the student teacher supervision process so that it might be expanded to include not only the aspects of introducing student teachers to school room life but also of linking them to the University's rapidly increasing acquisitions of new knowledge. The proposal suggests that a field associate position be established by the University. The position would be used to help prepare pre-service and entry-level teachers in the public schools in the geographic area close to the University to become competent teachers with professional attitudes towards life-long education. The implementation of this proposal would be an important part of Stony Brook's recent organization of service-connected programs and course offerings.

Stony Brook

The State University of New York at Stony Brook has for the past several years recognized an obligation to offer its resources to pre- and in-service teachers and has created for this purpose its Center for Continuing Development. This Center offers graduate courses and a master's degree for students in the late afternoon and evening. Discussions have gone forward at the highest planning levels which would foster the growth of school system and University cooperation, looking toward the improvement of instruction in the arts and sciences taught in the schools. As one of the largest and most rapidly expanding higher education institutions in the nation's most rapidly growing region, Stony Brook is strategically positioned to offer follow-up educational and training services to its own and other teacher graduates. Ultimately, it is expected that a school based facility organized to select and unify the best training devices, procedures, and techniques developed by the local schools and the University would be established by Stony Brook. This training center would be modeled upon the Japanese Science Centers as described by Bentley Glass for the American school and University. As Dr. Glass conceptualizes the Japanese model, the American counterpart would draw heavily upon University resources and would provide continuing education for a wide range of teachers. Essential to the purpose of the training center is a pool of qualified per diem teachers to free the classroom teacher to attend demonstrations, practice sessions, or scheduled lectures at the training center. The experience to be gained with the proposed educational field supervisor program would give the University and public officials a first hand look at the problems and issues underlying the eventual training center. Additionally, a critical look could be taken at how the University's continuing education program could involve long tenured teachers who have "completed" their post-baccalaureate education in becoming re-involved with current knowledge.

Objectives: The proposal is seen as developmental, depending upon the inter-actions and needs of the University teacher preparation program, the school system, the community, and the new teacher population. The long range objective is to place the student teaching and early career support phases of a new teachers professional preparation into the daily operations of a participating school system in an organizational setting to function as a permanent training facility and which utilizes the University, public schools, and community resources to prepare young teachers for their tasks. The short-term objectives are: (1) to create a position of student teacher supervision on a full-time career non-faculty basis; (2) to develop together with associated school systems a joint program of new teacher supervision; (3) to decentralize the administration of field experiences of student teachers away from the main campus; (4) to establish a connection between the school system and University through teacher education activities which leads to the fullest utilization possible of the continuing education resources of both institutions; to examine the feasibility of a period of off-campus residence for student teachers in the environment of the participating school system; (6) to begin the first steps toward producing school system and University made teacher training aide and materials.

Procedures. To attain these immediate objectives, it is proposed that (1) a steering committee be set up compoeed of school and University faculty members*, teacher associations, student teachers, and the Director of Teacher Preparation; (2) initiatives be started to find school systems willing to enter into cooperative arrangements; (3) examination of the qualifications and reward structure of educational field associates to be undertaken; (4) recruitment of persons qualified to serve as educational field associates be started; (5) arrangements for student residencing in communities be studied; (6) efforts to communicate with school boards and key community groups be continuous; (7) arrangements with teacher associations for their cooperation be explored; (8) studies of new teacher's teaching needs, career counseling; and ability to use University resources be undertaken; (9) participation with leadership of the University Instructional Resources Center and Curriculum Development Center, along with curriculum and materials departments of local school systems should be initiated; (10) office space for field associate should be found.

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*(Suggestion: Local Superinetndents, University: Continuing Education, Curriculum Committee, Student Affairs, Education, Social Science Departments, community associations, New York State Teacher's Association.

Stony Brook

Suggested Job Description of the Educational Field Associate: Under the direction of the University's Office of Teacher Preparation, the field associate

...Becomes a functioning but non-affiliated member of the local school systems.

...Is identified as a supportive person for teachers coming from the Stony Brook Campus.

...Offers career counseling to teachers seeking courses, training, degrees at Stony Brook.

...Evaluates the student teaching progress of undergraduates (grades).

...Advises school system re: sources of University facilities (research, instructional, consultative).

...Arranges for the placement of all student teachers in the district.

...Reports one full day a week to the University for conferences with faculty, supervision, administrative affairs.

...Determines need for additional staff to serve as teacher trainers.

...Advises Office of Teacher Preperation on new program plans (M.A.T. counseling, school psychology, special and early childhood education).

...Cooperates with school district curriculum supervisors on instruction of student and new teachers in use of teaching guides, aids, material, tests.

...Works with student and new teachers to construct training aids.

...Becomes involved in the examination and selection of commercially produced teaching aids and materials.

...Utilizes student teachers to produce training protocols.

...Helps to identify school faculty with high potential as teachers trainers both as educational field associates and/or participating teachers.

Stony Brook

...Supports and reacts to professional staff responsible for teaching methods courses.

...Keeps records of student teachers and reports periodically to Office of Teacher Preparation.

...Informs Office of Teacher Placement of teaching vacancies expected in his district.

...Plans ahead for number of student teachers to be placed in his district; places student teachers in selected openings.

...Arranges for class coverage when experienced teachers attend University demonstrations or lectures.

...Confers and consults with participating teachers and principals on student teacher progress.

...Confers and consults with new teachers and clarifies his supportive and non-rating role.

...Works with school principal on training program for pre and new teacher.

...Seeks out and provides opportunities for student and new teachers to observe and become skilled in new and useful techniques of teaching at the University and within the school system.

...Disseminates University information to the school system (concerts, lectures, new courses, degrees, visiting experts, open lectures).

...Arranges for participating teachers to use library, gymnasium, and cultural resources of the University.

...Works with the community, (attends selected school board meetings, helps identify non-college bound youth with high potential).

...Attends University summer session for one month in areas of individual interest.

...Represents University at conferences on student teaching.

...Alerts Office of Teacher Preparation on school district trends and needs.

...Works with C.E.D. on advisement of graduate teachers seeking advanced work.

...Helps Office of Teacher Preparation to develop innovative staffing patterns (i.e. internships; recruitment of teachers trained together to work in the same school; infusion of undergraduates as tutors and child assistants.

...Spends four days a week in the district. Keeps regular office hours; maintaining open access policy to student and new teachers; school administrators; key district influentials (teachers' associations, heads of PTA's).

Suggested Qualifications of Field Associate:

The determination of the qualifications of the field associate should be made by the school and university steering committee. Some suggested guidelines re: qualifications are:

Educational: Should hold a master's or equivalent level degree and be adequately prepared in one of the teaching areas (language, arts, math, science, etc.); probably an elementary school teacher.

Experience: Should be tenured and with a minimum of five years of classroom teaching experience in the district or district similar in size and scope; hold permanent certification.

Professional skills and competence: Should be interested in training functions, preferably have had student teachers in his classroom; should be able to demonstrate essential teaching skills (behavioral management, planning, questioning, pacing, using teaching aids and materials, keeping pupil records); should be able to write reports on classroom observations; should understand the organizational complexities of a school district; should be able and want to work with teachers, administrators, and college students; should be able to communicate his role to school and University faculty.

Stony Brook

Inter and Intra-personal skills: Should conceptualize and be able to act as an "enabling" or supporting person with respect to student and/or new teachers; should have the habit of life-long learning he hopes to instill in others; should be action-oriented and satisfied professionally with catalyst role of helping to make programs grow along with other staff members; should be a reasonably attractive spokesman for the University while helping to support school district goals; should be able to work independently a major part of his time; should be curious about participating in a relatively underdeveloped occupational and social role (able to live daily with ambiguities).

Salary Range: This position should be considered a professional position on the non-professorial line but consistent with regular public school salaries. A ten month range of $12,000 to $14,000 is visualized, with a 10% salary addition for summer school attendance. In addition, a membership in the New York State Teachers Retirement (or similar) is required, plus benefits.

Other Personal Expenses: A secretary will be required if this position is to fulfill the role expected of it. Salary scale: $5,000 to $7,000 plus benefits.

(2) NOTES ON THE EDUCATIONAL FIELD ASSOCIATE TRAINING COMPLES

1. The educational field associate position which is examined in this proposal is seen as developing a kind of latter-day county agricultural agent in education who would be responsible to the local school systems for the training of their teachers. The field associate is attached administratively (at the outset of the proposed program) to the university staff but functions in a central training situation. Through the field associate office and services, teachers flow for counseling, training, and consultation as to the kinds of technical training assistance available from the university, regional laboratories, and other educational agencies. The exact nature of the training locale is yet to be determined but as visualized below is an amalgam of university, school system, and other learning places.

2. Career Pattern. No system yet exists for the employment of the field associate. Probably the closest university parallel to this position is the college supervisor of student teachers (who counsels, trains, and sometimes consults with the pre-service teachers). Elements of the position may be found also in the state education supervisor of instructional areas (who advises, checks out, and sometimes audits school systems, at least, in his own discipline). Therefore, a system would have to be invented to employ and shape the field associate's role and functions. It does not seem possible at this point in the development of higher education that the university will relinquish their control over the traditional professorships (based upon research and publication versus the training function which is the field associate's mission). Consequently, a position which is career-assuring will have to be devised for the professional teacher trainer. At this point, a step system is imagined: field associate I, II, and III (paralleling assistant, associate, and full professor). The individual teacher trainer would have to derive his strength and support from an organizational scheme which is acceptable to the university as professional but not professorial.

3. Financial Supports. The costs of the field associate scheme must be worked out. Probably for a state university a model which draws upon the state related concept would be most useful. That is that the state would pay for the training center or complex but contract the organizational structure to the University. Cornell (home economics), Alfred (ceramics), Syracuse (forestry), Polytech (engineering) are examples of this type of state relatedness and financial support in New York. Another example may be drawn from the New York State B.O.C.E.S. (Board of Cooperative Educational Services) whereby the State Education Department picks up the costs and educational personnel develop career patterns based upon the shared time and service to local school concept.

4. Teacher Trainees. The ways in which teacher trainees enter the field associate system must be worked out. Probably an early detection of potentially good teachers can be made possible by utilizing sophomores and juniors as training aide and assistants in the field associates' offices. Whether the system is capable of going right into the high schools to recruit potential

trainees is debatable but would have to be considered. (Don't kids opt for nursing, medicine, engineering in high school?) The traditional route to teacher certification (via student teaching) would seem to be the best route into this area. Additionally, the continued training of the young teacher on the probationary three year period is also manageable. The older and "experienced" teacher beyond the M.A. level will represent a harder problem than the pre and early-service teachers.

5. Personnel Oriented Model. The field associate fits into a personnel oriented model. The idea is that the trainers selected to be field associates would form the organizational structure around their skills as demonstrators, implementers, and guides. On the other hand, the university must create a lifeline which attaches its students to the schools. For this purpose, the personnel in the field associate project should be housed in a structure especially focused around training goals and techniques. If the university can come to see itself as a conduit to the training locale, co-equal with schools and communities, a long step forward will have been taken.

6. University as Source of Action. The university as a source of action (training of teachers) is difficult to imagine. The field associate will have an extraordinarily difficult time getting his action experiences (observing, practicing, demonstrating) acceptable as educational experiences. The questions will rise always: Is the university a place for "more" training? The solution, if one can be brought about, should be valuable to the other teacher training programs at liberal arts and sciences colleges.

7. Other Extension Agent Concepts. The idea of the extension agent for field services originating in a discipline must be considered. For this purpose, the federal departments of the Interior, Commerce, Social Security, and Agriculture will be contacted to see how their personnel engage in field services, particularly with respect to training of practitioners. It is expected that a conference of such agencies will be called for the fall of 1970 to examine leads to establishing the educational training associate.

8. Training Level. The training level is another difficulty. Probably the pre-school and/or the middle

school, two school organizations which are now emerging in the Long Island region offer the best bet for meeting school system training needs. The impact of pre-school programs on the early elementary grades has forced reachers to revise their practices with regard to young children. A training program which would offer skills in teaching graduates of Headstart type programs would seem to be a potentially productive area to examine.

9. The Training Condominium. To house the field associate, it is planned to call a conference of universities, school systems, and teacher organizations to present the training condominium concept. A memorandum on this idea is appended.

10. Diffusion and Replication. The exportability of the field associate idea is being examined. At Stony Brook, the idea of parallel ranks (but not professorships) for teacher trainers is beginning to be talked about. The replication of the concept at the other universities will be examined through the condominium model and reported on during the year.

(3) EDUCATION HOUSE:

THE CONDOMINIUM CONCEPT

Introduction

When two men directed a power plant to the moon, everybody knew that several thousand people were behind them--to say nothing of those who guided their re-entry into the earth's environment. When on teacher directs the learning of 30 children, very few people are able to say they are standing behind them--the universities have "prepared" them and said goodbye; the school board employs them; and the principal expects the best they can give; but practically nobody guides the teacher except herself on how to make an entry into the new environments of expanding knowledges and techniques she must familiarize herself with if she is to manage the learning situation successfully. It is to the continuous training of the teacher as a professional director of learning that this memorandum is addressed.

Stony Brook

Teacher Training Elements

The key elements in the training and education of the teacher basides herself may be identified as the university (for basic and advanced education); the school (for clinical performance of techniques and skills and on-the-job supervision and training); the state-community (for financial support, social purposes, certification, and accountability); and the teacher organizations (for professional support and guidance). All these elements are involved to a considerable degree in the process of teacher certification as well as training. It is no secret that each one of the four elements identified here protects its own domain with extreme care; the universities, their degrees and credentials; the schools, their granting of positions and careers; the state-community, the very license the teacher works with; and the teacher organization, the career perquisites and guarantees. Clearly, no single group among these four can continue to work alone without regard for the inputs to children's learning offered by each of them: in order for the universities to make teacher training clinical and real, it must send its students to the community's schools; the schools must depend upon the universities for permanentizing their teachers via advanced degrees and courses; the state-community must watch carefully that its educational purposes and teacher certification are not cheapened or ignores; and teacher associations must deal with the state-community to benefit its members.

This memorandum takes the position that teacher training is in a very poor state at the present time because there is little if any meaningful interaction among and between the four elements named. Furthermore, there is too much for teachers to learn and to do with knowledge in the classroom for any one group to be able to manage alone to train her. The demands of a rapidly changing world necessitate an augmented continuous training engineered especially for teachers, depending upon the teachers' and the community's needs.

To accomplish this goal, cooperation is needed. The cooperation of university, school, state-community, and professional organization is much talked about but little practiced. It is proposed that a true partnership relationship be developed by all of the groups. For this purpose a cooperative organizational concept growing very popular in the housing industry is borrowed for modeling purposes.

The shared but independent housing organization is called a *condominium*. It suggests that people can live together in apartments or in one or more building arrangements, sharing expenses and overall management of the housing pattern but assuring independence of ownership by contractual agreement among all concerned parties. The condominium arrangement is as old as the Roman empire and as new as garden apartment houses in Nassau County or vacation retreats in the Bahamas. Its great asset, shared ownership, is making possible as much or as little participation in adminstration as desired by individuals. For the training of teachers, the condominium arrangement would mean a pooling of financial and personnel resources to establish a central location where several school districts, universities, communities and teacher associations would come together to support the life-long training of teachers and other educational personnel. It is expected that the site of a training building, the goals of its organization; the selection and functioning of its staff; the evaluation of its outcomes; (amidst the carefully planned education of children) would be jointly conceived and managed from the very outset. Naturally, the teacher training condominium would have children in it; children's learning is the life-line connecting all the parties engaging in building the proposed cooperative facility. A suggested title for the training condominium is *Education House*.

What is Education House?

Education house is a structure designed to train teachers to teach and to develop continuing skills in classroom work. Education House consists of a functioning public school, staffed by regular teachers and supervisors and run on a regularly scheduled basis. A second staff is engaged consisting of teacher trainers whose primary task it is to train groups of teachers to perform educational skills, to select curriculum materials, and to manage learning situations. The first (school faculty) and second (training faculty) staffs are permanent. The student body attends school regularly; the teachers to be trained change constantly, as required by the school system's perceptions.

The universities, the school systems, the state-community, and the teacher associations all play vital and inter-related roles in Education House.

The University's Role

1. Both pre- and in-service training programs are given at the training facility.

2. Research on the facility's aims and outcomes are conducted on-site.

3. University faculty preparing to teach teachers are trained here.

4. Curriculum innovaters plan and implement proposals here.

5. The university shares its knowledge and scholarly capabilities. (More than one university may be involved in different aspects of the program.)

The School System's Role

1. The school system operates the school. 2. finds the financial supports. 3. selects and supervises the staff. 4. The school system also arranges for teachers to be released to attend the school for training, and 5. particpates in the evaluations of training goals and functions. (More than one school system may be involved in different aspects of the program.)

The State-Community's Role

The state community 1. sends the children to school; 2. elects a board of trustees; 3. seeks tax supports; 4. helps set guidelines and overall philosophy; 5. evaluates the outcomes as to children and teacher trainees; and 6. is responsible for the organization in the same way that a BOCES or regular system works. The state agency 1. regulates the certificates; 2. degrees, and 3. credits offered to the teacher trainees assigned. (More than one school system may be involved in the training condominium.)

How Does Education House Get Started?

The concerned agencies must agree to come together to examine the concept of a training condominium. Each must be prepared to contribute in a special way unique to its own purposes but agreeing to the shared facility concept.

Classroom Teachers

The classroom teacher represents the heart of the program. Current thinking says a teacher is "permanent" when she or he completes a fifth year of study. On the other hand, a teaching career can and does extend for twenty-five or more years, during which time new techniques, skills, and knowledge develop. A crucial point is to convince teachers (and their school boards and associations) that continuous training must be built into a career pattern. Thus, it is expected that the concept of released (paid and scheduled) time be brought to the attention of teachers and school systems. Education House can succeed only if teachers recognize the value of continuous training. One way to assure this professionalism is to gain the willingness of school boards to pay for substitutes on a regular basis. An effort should be made to examine the feasibility of the State Education Department's paying for the costs of substitutes when regular teachers are away for training.

Funding

Money is crucial but not overpoweringly important. For example, if two universities agree that student teaching or curriculum courses are acceptable as taught in Education House, then there is no need to overlap faculties and courses. Some new funding would be needed. For example: if school district X needs teachers trained in the IPI method or the Sullivan Reading or the differential diagnosis of learning disabilities or some newly developed educational skill a teacher should be trained in, then they must provide for a

Substitute for the training period and share in the training costs.

Building

Buildings are important and a good way to get going is to plan a new structure jointly. But many successful housing condominiums have been established out of already existing structures. What is important is a willingness to search out the ways in which the training condominiums may work best in the Suffolk County region.

Training Staff

A very serious problem is that of the training staff. Undoubtedly, there are many excellent teachers now teaching who would become effective teacher trainers if given the chance. The doctorate degree, it is generally conceded, is not necessarily the best route to an effective teacher training system. Consequently, new ways of recruiting and creating a reward structure for teacher trainees assigned to Education House will have to be found.

Other Problems

The level of training at Education House will have to be carefully delineated. Probably the structure best suited to training purposes would come out of the relatively new school organizations called *middle schools* or *pre-schools*. These are the areas for which training of staffs appear to be most critical at this time. Other areas may be suggested by the county's needs.

Travel

Another problem is that of travel. Education House should be located in a fairly central location and in a heavily populated area. There should be adequate parking and reasonable proximity to the Long Island Railroad.

Expected Outcomes

1. Better trained teachers and educational personnel (performance criteria)

2. Modern teacher certification practices (built in training)
3. Effective learning for children (classroom excellence)
4. Development of the shared facility concept into school system practice (team concept)
5. Professionalization of the career teacher (stimulation and growth)

SOUTHEASTERN OKLAHOMA STATE COLLEGE--
DALLAS INDEPENDENT SCHOOL DISTRICT
TRAINING COMPLEX

The Oklahoma-Dallas project represents an attempt to develop a large structure whose components are broadly based and in which a school district plays the leading role. Thus, the Training Complex has been officially approved by the Dallas Independent School District, and the administrator of the complex is employed both by the complex and by the independent school iistrict. In practice he is, therefore, accountable to the superintendent of schools and to the executive committee of the Training Complex Council.

The function of the council is to set policy and a major objective of a complex is to increase involvement with present university and school teachers in the teacher training process. This is to be accomplished by the establishment of teaching-learning teams. The complex proposes a very small administrative group with no professional teaching staff but rather with a dependence upon growing key personnel from the various institutions that comprise the council, especially universities.

STRUCTURAL PILOT: TRAINING COMPLEX

SOUTHEASTERN OKLAHOMA STATE COLLEGE--
DALLAS INDEPENDENT SCHOOL DISTRICT

July 1, 1970--June 30, 1971

Mr. Kyle Killough, Administrator

1. Teacher Training Complex Description
2. Learning Teams

Southeastern Oklahoma-Dallas

(1) TEACHER TRAINING COMPLEX, 1970-71, DESCRIPTION

As administrative center for a pilot-simulation teacher training complex, the Oklahoma-Texas TTT Project aims to provide leadership, direction, and coordination for a pilot-simulation of a teacher training complex which is closely related to simulated and real-life pre-service and in-service learning-teaching-training needs and activities of the Dallas (Texas) schools and of Southeastern Oklahoma State College and such Texas institutions as Bishop College, Dallas Baptist College, East Texas State University, North Texas State University, Southern Methodist University, and University of Texas at Arlington. Guidelines for this training complex are, basically, Teachers for the Real World (Washington, D. C.: American Association of Colleges for Teacher Education, 1969), chapter 8, pages 95-109, and the findings of the bench-scale training complex (a committee study and planning group) now being sponsored by Clark University under a grant from the U. S. Office of Education under the EPDA.

Pilot-simulation teacher training complex. The 1970-71 teacher training complex of the Oklahoma-Texas TTT Project is a multi-function, task-oriented complex. It will demonstrate that a large public school district and colleges and universities can work together in improving the system of teacher education and training--both pre-service and in-service--and during the demonstration it will train some teachers, teacher trainers, and trainers of teacher trainers for Dallas and the colleges and universities engaged in this project. The focus of the training is on helping children learn, especially the disadvantaged. Teachers will be trained in such areas as interaction analysis of behavior in the classroom, current teaching-learning strategies and techniques, diagnosing learning disabilities, adminstration and evaluation of testing and record keeping, effective conferencing techniques, techniques which enhance individualization of instruction, identification of conflicting value patterns, cross-cultural experiences. The advisory committee for this training complex consists of representatives of the Dallas Independent School District (including community people) and the institutions of higher education involved in it. Besides teaching staff selected from Dallas and these institutions, this training complex will utilize educational technologists, psychologists and psychiatrists, lawyers, police, physicians, judges, and community people who have knowledge and skills which a teacher needs to understand and use in dealing with present American disruptive behavior.

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Revised 5-21-70

ORGANIZATION COMMITTEE

We move that the Council for the Dallas Teacher Training Complex be officially formed and hereby constituted from the unofficial group which has been called together to consider participation in this pilot endeavor.

The following organization procedure is recommended.

I. The Council requests the superintendent to appoint an Administrator of the project subject to approval by the council.

II. The policy of parity is to be followed by the council in:

  1. Identifying and selecting members of the four components of the Council:

     a. Community

     b. Liberal Arts

     c. Professional Education

     d. School System

  2. Ethnic representation within the components.

  3. The community component should include representatives from the complete spectrum of community groups.

III. For organization of the Council we recommend:

a. A Chairman: Mr. Carlton Moffett (previously elected on May 7, 1970)

b. A Vice-Chairman: Mr. Bob Yowell

c. A Secretary: Miss Martha M. McCall

d. An Executive Committee of the foregoing plus one member of each component, the Administrator of the DTTC, and the superintendent and project director as an ex officio member.

e. A regularly scheduled meeting of the Council once a month.

IV. The Council has the responsibility for formulating policy and the DTTC administrator has the responsibility for executing policy.

Jesse Cardwell

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DALLAS TEACHER TRAINING COUNCIL MEMBERS

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Youth Division
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Sgt. D. M. Evans
Dallas Police Department
School Safety Division
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Dr. Cliff S. Harris, Chairman
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Dallas Baptist College
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Miss Donna Medcalf
Student Advisory Council
South Oak Cliff High School

Mr. Jimmy Turner
Student Advisory Council
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Dr. Glen Hoskins
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Dr. John F. Moss
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Southeastern Oklahoma-Dallas

(2) LEARNING TEAM

Purposes of the Project

1. To discover needs for specialized preparation exhibited by social studies and English student teachers, respectively, in terms of their specific readiness to teach effectively in a school serving a culturally and economically disadvantaged community.

2. To discover effects upon teacher educators* of an experience in the cooperative planning, directing and evaluation of students' laboratory experience in a disadvantaged school community.

3. To develop and evaluate laboratory experiences for prospective social studies and English teachers designed to provide readiness to teach effectively in a disadvantaged school community.

4. To develop and evaluate a model of staff cooperation in the relating of professional needs and professional preparation, with particular reference to social studies and English teachers and with particular reference to the disadvantaged school community.

Proposed Procedures

1. A group of from ten to twenty undergraduate candidates for the Bachelor of Science in Education degree with a teaching field in Social Science, and a similar group with a teaching field in English, would be assigned to spend one-half day, five days a week, for two semesters in Dallas schools located in disadvantaged communities. Each student would receive six semester hours of Education credit (taken from the pre-certification sequence and including credit for student teaching) for each

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*Principals, teechers, community leaders, university faculty members in Education and Social Science/English semester. The credit for courses other than student teaching would be earned through periodic seminars conducted throughout the two semesters.

2. Every effort would be made to program each student's experiences so as to provide maxiumum opportunity to give professional learnings about the community, its people, the students (both as a social group and individually), the school, its staff and faculty, and the teacher's job in this school and community setting. A primary emphasis would be placed upon assisting the student to know himself thoroughly in terms of the demands and opportunities of this setting.

3. A University staff member would be assigned to the project for the purpose of directing the laboratory experiences, teaching in the seminars, and participating in the planning and evaluation of the project. He would be given credit for a minimum of three-fourths of a full staff load for his part in the project.

4. A thorough personal analysis would be made of each student at the beginning, during and following the the two-semester experience, with especial interest in the discovery of changes in such factors as self-concept, tolerance, social distance, communication skills, attitude toward others, ability to work with others, and understandings of elements within his own teaching field of relevance to the situation. An effort would be made also to discover interrelationships among those factors (e.g. between prior measure of tolerance and ability to learn to work with others).

5. An advisory group would be established composed, for example, of the following: the principal of each school involved in the project, at least one social studies and one English teacher from each school, several representative laymen from the community, several students in the school, and at least one faculty member each from the Departments of Education, Economics, English and Sociology of the

cooperating university. The purposes of this group would be (a) to advise in the development of the students' laboratory experiences, (b) to learn about the community, its schools, its citizens, etc., (c) to evaluate the readiness of the students in the program to understand and cope with this educational situation, and (d) to formulate suggestions for the alteration of the pre-teaching major programs in English and in Social Science in terms of these students' needs.

6. The program would be evaluated through the use of information gathered at the beginning and at the close of the two-semester period from the participating students, from members of the advisory staff and from appropriate sources in the school and the community. Obviously, information would be needed which would permit evaluation in terms of the project purposes outlined above.

FUNCTIONAL COMPONENTS PILOT:

EMOTIONAL ASPECTS OF LEARNING

July 1, 1970--June 30, 1971

Eli M. Bower, Director
University of California

Benjamin Bernstein, Commentator
North High School, Worcester, Mass.

Emotional Aspects

Purpose

To provide specific training for educators in connecting and restoring cognitive aspects of learning with their affective counterparts. For the most part, building these bridges will be initiated from the affective shore since little if any construction has been developed from this shore. In all such training, the integration of affective learnings with congnitive development is primary. Therefore, the primary concern of such training is to find ways of fitting affective learnings within the context of present-day educational curricula and community-sanctioned goals.

Rationale

If education has any relevance at all in the race between civilization and catastrophe, it will need so become something other than what it is. As presently conceptualized, education is a process of filling young, empty brains with established cognitive knowledge as early, as intensely and as comprehensively as is humanly possible. What it needs to become is a process of integrating within each person, primary and secondary processes of thought. Scholars and students have operated on the assumption that to know is a matter of intellectual understanding of concepts and facts and that this kind of knowing could best be communicated in separated valleys called disciplines. Such knowing was historically born and grew up in preparing priests to save souls and physicians to save bodies. While the goals have expanded to include a wider variety of societal roles, the basic notions about the processes and form of such learning have remained the same. The goal of a liberal or liberating education was to taste enough of each of the disciplines to come out with a well-balanced, though often undigested meal. The educated man was thereby conceived to be free; i.e., knowledgeable in many fields and able to think and eventually act in accordance with present and past realities. Present data on students negates the assumptions and the results. The process of present-day education with all its curricula revisions, innovative approaches and attempts at relevance is still the same old horse and buggy, perhaps with windows instead of isinglass and polyglass instead of wooden wheels but still a horse-and-buggy outfit. Both the horse and buggy and the Boeing 747 are transportation but one is frighteningly aware that the differences are not just a matter of speed or seating capacity.

What's happend to change things so? Educational competence has become a basic survival commodity for all citizens. The content and process of human affairs has become one of rapid exchange of symbols--primarily language and mathematics--and the concepts which facilitate their use. If one wishes to particpate in our token-operated society, more tokens can be had by "educated" persons than by the non-educated. Indeed, it is almost impossible in our increasingly automated life for anyone with minimal or moderate education to do anything technologically rewarding which cannot be done better by some machine. What remains for man are human services and such services require effective means of communication through symbolic systems.

The fully functioning, civilized adult is one who as a child and adolescent experienced fully functioning civilized KISS (Key Integrative Social Systems) institutions. These are the (1) health agencies, (2) the family, (3) the peer-play institutions, and last but not least, (4) the school. Unfortunately for some children and many teachers, schools are the last in line of the KISS institutions and therefore find it necessary to pick up, remediate, and strengthen functions which may have been missed by some children in the health, family and peer-play institutions. As educational competence becomes more and more a mandatory human skill, failures of KISS institutions *vis à vis* children add heavy health, affective and socializing functions to the school. What has happened to the old educational horse and buggy is that everyone, not just the few, need an educational ride and the old buggy has become air borne. The change is not a change in speed and load. The whole idea is different.

Human Training Needs of Humans

What man needs to be human is to be able to think effectively; i.e., to connect two entirely different modalities of thought. The phylogenetically earlier of the two is called primary process and is observable to anyone lucky enough to be able to monitor his dreams. In the waking state, primary process is visible in the logic of emotion--love, hate, revenge, meditative calm, functional neurosis and *joie de vivre*. Primary-process thinking can be explained in the waking state only in a psychotic or psychedelic state, as in the last chapter of Laing's book, *The Politics of Experience*, or Huxley's recounting of his experience with mescalin in *The Doors of Perception*. This is how one ought "to see" notes Huxley, via mescalin, "how things really are...but if one always saw like this one would never want to do anything else." It occurs to Huxley, with his wife and friend sitting there during his "trip," to ask the question, What about human relations? He sees his trousers infinitely important and significant but human beings as still more important. But he notes,

> "This participation in the manifest glory of things left no room...for the ordinary, the necessary concerns of human existence, above all for concerns involving persons. For persons are selves and in one respect at least, I was now a not-self, simultaneously perceiving and being the not-self of the things around me. To this new-born not-self, the behavior, the appearance, the very thought of the self it had momentarily ceased to be and of other selves, its one-time fellows, seemed, not indeed distasteful...but enormously irrelevant. I realized that I was deliberately avoiding the eyes of those who were with me in the room, deliberately refraining from being too much aware of them. One was my wife, the other a man I respected and greatly liked; but both belonged to the world from which, for the moment, mescalin had delivered me--*the world of selves, of moral judgments and utilitarian considerations*." (Italics mine.)

Primary process knows nothing of the world of selves--it looks inward and gathers its data from leftover impressions and images. It follows the rules of the psychotic and the dreamer who is temporarily psychotic and able to remain so as long as he dreams.

Emotional Aspects

There are no "No's" in primary-process thinking--moral or rational judgments do not exist. Logic is produced by simultaneity and association--small bits of impressions which are time bound to other impressions. Huxley attended to his trousers because it is simply the pleasure of the perception that moves thought. Huxley notes that mescalin gives access to contemplation--but to a "contemplation that is incompatible with action and even with the will to action, the very thought of action."

Primary process goes on via such mechanisms as displacement of ideas, junctions between perceptions and ideas, symbolizations, representations, condensations, verbal transformations, logical connections via simultaneity, allusion, overdetermination, paranoias and hallucinatory systems. It provides power and strength to the individual but can only act through secondary process of thought. Strong emotions are expressed and masked by "rational" ideas--rationality being the fig leaf of emotion.

Rational or secondary processes of thought are relatively new to man's nature. Indeed, one would be hard-pressed to find support for its presence anywhere in today's world. Secondary processes are oriented to the physical world with its space and time limitations, its codes of behavior and morality, its structure of language and its consensually validated realities. The need for survival has taught man to use secondary processes of thought since primary processes are innner-directed, non-action oriented. Freud used the paradigm of the personality as an automobile with primary processes being the motor, operated by the driver (secondary processes) according to the rules of the road (super-ego).

The full development of man requires the development of both modalities of thought in a connected integrated manner. Imagination, creativity, playfulness, love, compassion and other basic human feelings are all primary processes. In a positive sense, "rational" thniking is harnessed to this kind of data processing. In 1945, Jacques Hadamard studied eminent mathematicians to find out how they thought. Not surprisingly, almost all reported that they "mathematized" neither in verbal or algebraic terms, but in a way which combined hazy images and muscles. Feeling something is right "in his bones" can be the kind of concrete that keeps body and mind together.

Freewheeling primary process divorced from secondary process is useful only in dreams and psychotic states. It is only as we feel and think or think and feel that we begin to get access to both modalities. Unfortunately, educational institutions see primary-process thinking as irrelevant, frightening, or as a road block and deterrent to "good thinking." Its contributions to human development are rarely appreciated. As Jones points out, when the clinician says "emotion" and "fantasy," the educator hears "pathology" and "sickness."

So we have our emotionally sterile institutions producing students who want to get turned on--and find their primary processes in drugs, encounter groups, group therapy, individual therapy, Rama Krishna, Scientology, meditation, the Rolling Stones, and Zen. Unfortunately, much of this becomes primary process activity for its own sake--to feel, to be open, honest, courageous, aware, yet cut off from oneself. Little of this is tied to secondary, cognitive processes so that the end is often an emotional binge of highly pleasurable or painful propositions without rational attachments or feedback.

"Education," said Freud, "can be described as an incitement to the conquest of the peassure principle (primary process) and its replacement by the reality principle (secondary process)...*The substitution of the reality principle for the pleasure principle denotes no dethronement of the pleasure principle but a safeguarding of it.*" (Italics mine.)

There are a number of research studies at NIMH and elsewhere on the problem of REM sleep which help to understand the need for this bridge between primary and secondary processes. During sleep, there are times when we wiggle our eyes and possibly dream a little. First, accepting the REM behavior as an indication of dreaming, researchers have found that people dream about every 90 minutes or so during normal sleep, though very few of these dreams are remembered. In other words, as human beings, we go through a kind of thinking in our sleep which seems to be very necessary.

REMs can be monitored so that when the eyes start to wiggle, the person can be awakened by a bell and prevented from dreaming. Using matched groups, you can waken members of one group whenever they start to dream and waken another just as often, but not preceding a REM state. If you disrupt REM activity one night, the number of REM periods increases the next night. If you continue to do this the second night, the number of REM periods tends to increase and so on. When dreaming is persistently blocked, so that primary-process thinking is continually interrupted, it becomes very difficult for such individuals to function in their waking state. Humans whose REM thinking periods are consistently blocked become hostile, irritable and a little disoriented compared to the control group who are awakened during non-dream sleep. It is probable that Freud got it backwards--dreams are not the guardians of sleep; sleep is necessary for us to dream. We are indeed the stuff that dreams are made of. Our sleeping state probably allows us a kind of rendezvous and sorting out of rational and non-rational thinking so we can awaken fresh for new experiences and concepts. Research on sleep confirms the need by man for increasing opportunities for integrating primary and secondary modalities of thought.

Training complexes need to be established in which cognitive and affective processes can be connected as part of, not apart from, ongoing educational endeavors. One learns to deal with feelings in the context of a task; conversely one learns to do as one's feelings and interests promote and enhance the doing.

At this time, there are no training centers which provide a variety of possibilities in cognitive-affective learning. The purpose of this center is to begin to sample needs in this area, test out programs, and provide the necesssry leadership for educational and mental health personnel in such training.

Structure

The Center should be staffed by a part-time professional administrator, a secretary and a policy and advisory group composed of representatives of the University, the County Superintendent of Schools, and school district personnel including teachers and students and representatives of Community Mental Health Centers in the area. Specific training projects would be undertaken either by contract with one or more consumer schools or be self-supporting through individual tuition. The policy-making group would be used to suggest specific areas of training, personnel who could best be employed to direct such training and methods of recruitment of target populations. Members of the advising group or their representatives would be responsible for the evaluation and feedback of each contract training program and suggestions for next steps, if any.

Since many of these training programs are nondidactic and affectively-oriented, attendance must be voluntary, relying upon the high interest and motivation of students, inviting rather than demanding participation. Sessions will be held in informal, relaxed settings with food and drink available. The specific programs will include one or more of the following areas of training. In each case we could expect to hire the best person in the field as the trainer and then use effective student-professionals for follow-up courses.

Courses

Target Group: Social Studies and Language Arts Teachers

1. Role Playing and other Activity Techniques for Understanding Self and Others. Staff: Fannie Shaftel, Stanford University.

Role playing activates learners and creates relevant moments of spontaneity in which feelings and thought can be acted upon together. If used properly and with skill, it can make any scholarly topic come alive. Many teachers are loath to use such techniques because they've had little or no role-playing training, see little value in it or are frightened of the consequences. This training would include basic techniques in role playing and sociodrama and its potential use in history, social problems, literature, foreign language, science, and mathematics.

2. Learning about Feelings through Enriched Social Studies Courses, i.e., "Man: A Course of Study." Staff: Richard Jones

Emotional Aspects

How do teachers engage feelings, assuming students have them as a legitimate and integral part of a "lesson"? As Bruner, the great rationalist, notes, "Cognitive growth...is in a major way from the outside in as well as from the inside out." What is inside defines and structures what is perceived outside. All I would want teachers to get out of this is comfort and competence in the face of primary-process thinking. The results of such training are well illustrated in Richard Jones book, Fantasy and Feeling in Education (see pp. 38-43 especially). If students can learn to tie feelings to symbols and symbols to feelings, behavior can become more spontaneous and civilized.

3. Instructional and Laboratory Approaches for Teaching Human Behavior and Human Behaving to Young Students.

This has been done successfully by Sheldon Roen in the Quincy, Massachusetts, schools in a straight lecture-discussion approach. Barbara Long has developed a laboratory approach via experiencing and inquiry. Indeed, a number of publishers have books in this area with few takers. See, for example, Sandberg, Introduction to the Behavioral Sciences: An Inquiry Approach, Holt, Rinehart and Winston, Social Studies Curriculum. Many teachers would like to try to include units on human behavior in their curriculum but lack help and training.

4. The Development of Play, Game and Simulation Materials for Experiencing (as opposed to explaining) Social, Psychological and Ethnic Learning.

For example, one of my experimental classes has developed a Land Conservation Game using a large map of California showing the geographical, mineral, water, agricultural, wilderness areas of the State and their relationship to population areas. The game is played so that payoffs are made for capturing land for conservation purposes. In a game called "Meet Me at the Plaza," junior high school students play a kind of "Hey Culligan Man" in a variety of value systems involving such ethnic groups as Chicano, Black, Oriental, and Eskimo. Knowing the values and goals of each group helps a player win.

Emotional Aspects

In the training complex, teachers and students interested in game development would work with specific consultants until a useful, tested product was created. Possible staff would include Layman Allen, Mental Health Research Institute, University of Michigan; Frank Armbruster, Products of the Behavioral Sciences, Campbell, California; Garry Shirts, Simile II, Western Behavioral Sciences Institute, San Diego, California; Viola Spolin, Hollywood, California; Sarane Boocock, Dept. of Sociology, University of Southern California; Robert Sommers, Psychology Department, University of California, Davis (he's developer of the Black-White Monopoly Game); and Glen Nimnicht, Far West Regional Laboratory, Berkeley, California.

5. Workshop on Emotional Aspects of Literature, Drama, and Motion Pictures.

This might include working with early elementary teachers in how to lead discussions on the Behavior Publications Series by Joan Fassler (*The Man of the House*, *My Grandpa Died Today*, *One Little Girl* (retardation), etc.) to the emotional experiencing of *Waiting for Godot*, *Hamlet*, *Sons and Lovers*, "Z," and "*Bridge over the River Kwai*." The intent in this workshop is not to give teachers fancy labels for the kinds of one-upmanship that therapists use with patients (Oh my, there's that old Oedipus complex again) but to give them the kind of experiencing described by the convicts at San Quentin in response to *Waiting for Godot*--a knowing which touches and connects primary and secondary processes of thought.

6. Workshop on Developing Bridges between Primary and Secondary Processes of Thought via Training in Metaphors.

Some of this training would be based on the work of William J. J. Gordon of Harvard in which there is a conscious effort to develop metaphor in creative problem solving; the work of Gombrich which involves playful fames in parlor settings; and Spolin's work, spontaneous improvisational play-acting techniques. All of these techniques are aimed at helping persons to move easily and creatively from one conceptual or metaphorical base to another. For example, a series of workbooks published by Harper and Row called *Making It Strange* asks such questions as, Which is angrier, the kitchen or the living room and why? Which is quicker, yellow or black? Which is more expensive, a long word like "affectionate" or a short word like "kind"? Imagine that you are a boy's pencil. He uses you in school and he uses you to do his homework. Write a story about yourself as a pencil. Be the Thing! Be the pencil!

Target Group: School Administrators and Principals.

6. Human Relations Training Using Socio-dramas based on Real Vignettes of Professional Problems. Staff: Vince Newell, University of Maryland, William Hollister, University of North Carolina.

I've participated in three of these workshops with Newell and Hollister and have been amazed at how much help they can be to harried and hustling school administrators. We start with some ideas on emotions, go quickly to some of their specific concerns with teachers, board members, parents, etc. From these, we develop vignettes, play them out in a rather unique socio-dramatic way, discuss and replay until some resolution of the problem is obtained. Very popular and successful in the State of Maryland when I was there.

Target Group: All Professional Personnel

8. Training in processing non-cognitive data from self and others: T Group or Sensitivity Training

Groups would be formed and begun as required. Enrollees would be interviewed three times (before, during and after) experience. All groups would be composed of non-colleagues and strangers. Staff would be trained leaders with NTL experience.

Ohher possible contract training workshops are (1) use of videotape in training teachers to observe themselves, especially their non-verbal signals, (2) bringing parents into the educational scene--developing content and process goals for teachers willing to spend a large part of their time working with parents, (3) emotional problems of School Board members--how lay citizens can make effective decisions about schools while being besieged and badgered on all sides, (4) how to develop educational experiences out of volunteer work assignments, especially for students working with the blind, deaf, emotionally disturbed and retarded.

COMMENTS ON THE EMOTIONAL ASPECTS OF LEARNING PILOT

Benjamin Bernstein
Principal, North High School
Worcester, Massachusetts

Based on Eli Bower's postulate; i.e., that present modes of education do not integrate emotional and rational development in the student, I would suggest the following as pertinent problems to be resolved:

1. School Administrators, primarily Principals and Assistant Principals.

It is my conclusion, based upon the observation of secondary schools in the Northeast, that principals and assistant principals are mired down in the mechanical aspects of education, acting primarily as bookkeepers and disciplinarians. Too often this contributes to the increase in the number of "drop-outs," a euphemism for students who are kicked out because they cannot cope with the dehumanized atmosphere of the contemporary school. I suggest that assistant principals be sensitized to the various social, psychological, and economic needs and to the cultural patterns, as well as to the educational needs, of their specific school populations.

The format for behavior modification of these administrators, primarily the assistant principals, should provide for the separation of this group for a period of four to six weeks, during which time, freed from the pressure of routine and mundane duties, they would be able to acquaint themselves with the life styles of their particular student populations. This might include forays into the slums, into the urine-reeking halls of squalid dwellings where 20% of their students live. They would talk to mothers who spend much of their time entertaining men. They would work with social workers, probation officers, and juvenile judges assigned to specific cases in their particular schools. These experiences would add appreciably to the assistant principals' concrete knowledge and understanding of their own school community. In this way we would attempt to train school administrators for their individual school instead of training them for theoretical and general school situations.

2. Social Science and Language Arts Teachers.

Too often social problems which should be discussed in classrooms are either avoided or glossed over. Much of this is due to the insecurity of the teacher involved in presenting material that is in fact relevant to the students' lives and interests, but is too embarrassing for the teacher to handle. Specific problems such as homosexuality, birth control, political problems, racial and ethnic problems, and student dissent are not openly discussed.

Techniques for aiding teachers, such as videotapes, knowledge of specific works of literature, use of games, all could be brought to the attention of teachers to help them in these problems. I suggest that qualified personnel be assigned to a school so that they may determine particular problems through observation. Then the teachers participating in the program would attend workshops in the complex where the appropriate techniques could be worked out.

Research should be instituted and records compiled to determine the location of superior teachers in specific subjects. These people then could act as demonstration teachers in the particular areas in which they are expert. Ideally, once there is a reservoir of qualified demonstration teachers, a whole department from a particular school could be sent through a complex, while a substitute group of qualified teachers took their place temporarily. Hopefully, many cadres of improved teachers would become available.

3. Funding.

If we are realistic, it is necessary to bear in mind that urban communities, where the greatest need for the retraining of teachers exists, will not offer to bear the cost. The Federal government will have to underwrite most of the initial costs for the consumer as well as for the staff. It is important that "seed money" for these programs be available from Federal sources; the urban communities who are most in need of change will not be able to implement these programs. Funding should take into account salaries of teachers and administrators for whom the community will have to find substitutes while they are undergoing retraining.

FUNCTIONAL COMPONENTS PILOT:

METHODS APPLICABLE TO THE TRAINING OF EDUCATORS

(MATE)

(Behavior Modification Training)

July 1, 1970--June 30, 1971

Harold L. Cohen, Director
Institute for Behavioral Research

Mitchell P. Lichtenberg, Commentator
Clark University

Behavior Modification Training

AIMS:

To train, in nine months, three of four members of an existing junior high school, in operant and behavior design techniques and systems, so that they may, in turn, use these techniques and systems (behavior modification) in their school to deal with the existing problems. To use the summer following the training program, to write up and critically evaluate the present funding, and to seek funds to follow up the project as well as examine new possibilities for additional training.

General Rationale:

Adolescence produces a normal disruptive pattern of behavior in youth. Youngsters are prone to sharp likes and dislikes and are highly affected by stimulus change. The contemporary national racial and economic problems have brought into the secondary schools additional problems which complicate the managerial and educational problems in school classrooms. Therefore, teachers, counselors and administrators are confronted with the normal hormonal changes of adolescents, plus all the social, political and, in some cases, the drug effects, of today's acting out youth.

Specific Rationale:

Local schools face severe behavior problems from the acting-out teenagers. Traditional approaches and preventive educational programs have been generally ineffective in managing these youths while in school. Many of these youths lack the academic skills necessary to deal with the present junior high school curricula and seek alternate channels for their energies in the form of disruptive behavior, including, in some cases, experimentation with drugs.

The secondary school system is based upon teaching of skills separated out by subject matter; i.e., math, English, etc. Each teacher, for each period, is confronted with not merely teacihng the required subject matter repertoire, but controlling the acting out disruptive character of the thirty to forty youths in his/her classroom. A great amount of time in each period is wasted by what the school labels disciplinary problems. Generally, the public school utilizes counselors, assistant principals and a variety of aversive control systems (punishment) to handle these disruptions. These procedures have proven to be ineffective as well as administratively costly.

The terminal objective of this training program is to enable counselors and teachers to handle the academic and interpersonal deficiencies of the students in their classrooms.

The following two schools are being considered:

Montgomery Hills Junior High School, Silver Spring, Maryland

McFarland Junior High School, Washington, D. C.

OBJECTIVES OF THE TRAINING:

The basic tenets of the training carried out at the Institute for Behavioral Research, involve the scientific contributions in the field of operant psychology and behavioral design. Rather than placing knowledge first and experience in research second, the students will come to understand the need for information through involvement in ongoing research. The educational procedures themselves, the methods being used to teach subject matter, will be equal to the technology being taught; namely the courses will be programmed, they will involve classroom contracting, they will involve learning at one's own rate. This great variation in educational methodologies and research techniques, the doing and the learning, is designed to synergetically create a professional researcher-planner, with technical skills as well as creative outlook to the problems of contemporary education and national health.

Specifically, the following objectives have been set:

1. The students will learn the basic principles of operant psychology and will demonstrate their understanding of these principles by practical classroom and school applications;

2. The students will learn the operation and possible use of instructional materials and media;

3. The students will learn to develop research techniques and collect and interpret the data collected;

4. The students will learn to functionally analyze the school spaces, so as to help direct the redesigning of the learning environment; and

5. The students will learn how to operationally define a problem, whether it be an academic or an interpersonal one with stated objectives and outcomes which can be objectively measured.

The Institute for Behavioral Research will utilize procedures that have been developed in their own laboratories and in their on-site work with Maryland public schools. Basically, these fall into two categories: operant psychology and behavioral design. Along with normal contingency management programming, the selected trainees will be taught subject matter which is drawn from the research background of the principal investigators and teaching specialists dealing with disruptive and drug using youth.

The additional training would emphasize the following:

(a) recognition of special types of problems.

(b) identification of these problems in the classroom.

(c) establishment of contingency management procedures for the alleviation of the selected problems in their classrooms.

(d) effective linking of reinforcements to their academic or social problems subject matter.

(e) learning to redefine their problems, measure, test and design contingency systems.

The IBR will, in particular, test the development and the progress of the trainees by:

(a) in-class visitation

(b) testing

(c) laboratory demonstrations

PROCEDURES:

For this micro pilot model, IBR will select one junior high school presently experiencing "student problems." There will be at least three and no more than four staff selected for this program. The assistant principal (the person presently handling discipline problems), one or two counselors and one or two classroom teachers.

The nine months in-service training will constitute three sessions per week on site (IBR) plus additional training sessions held in school. Necessary course materials will be provided by IBR.

POSSIBLE BREAKDOWN OF ON-SITE SCHEDULE
FOR SEPTEMBER THROUGH MAY 1970

COURSE	DAYS	TIME	INSTRUCTOR/ SUPERVISOR
Pro-seminar	T & Th	3:30-5:15	H. Cohen & Staff
Basic Operant Principles	Wed.	6:45-10pm	Weiner
Lab.	Wed.	3:30-5:30	
Applied Operant Techniques (Program Management)	Mon.	6:45-10p.m.	Staff
Lab.	Mon.	3:30-5:30	

ON-SITE SCHEDULE (continued)

COURSE	DAYS	TIME	INSTRUCTOR/ SUPERVISOR
Introduction to Statistics & Experimental Design	Thurs.	6:45-10pm.	Steiner
Instructional Materials & Media	Tues.	6:45-10pm	Cogan
Environmental Design	Wed.	3:30-5:30	Cohen/ Filipczak

The following are two examples of descriptions of course work:

Applied Operant Techniques--Program Management

In this course, the student will be involved both in classroom lectures and demonstrations and within a research or demonstration program. The student will be subject to the direct supervision of a trained project staff member while involved in these duties and this staff member will consult regularly with the instructor of the Program Management Course. The student will be able to demonstrate his ability to select and describe the theoretical principles used as a base for each of the program components with which he works. He will also use the data observation, recording, and analysis skills learned in previous courses to manage ongoing data systems in the project. He will demonstrate skill in applying principles and procedures of self-instruction in the management of learning sessions with project clients. Further, he will demonstrate skills in developing, modifying, and carrying out limited behavior modification programs in conjunction with the parents of these clients. Finally, data gathered in this program will be used by the student to describe to school teachers, counselors, and administrators the type, scope and quality of the behavioral performance shown by the client.

Environmental Design

In this course, the student will learn to distinguish between, analyze and apply both inductive and deductive reasoning to the formulation of environmental design problem definitions. Each student will construct verbal, visual and physical solutions to specific problems drawn from his personal environment either at home or on the job. The student will be required to evaluate, through established criteria for pre-prepared problems, contemporary solutions to environmental design problems concerning human learning.

It is to be remembered that the final selection and course emphasis, will be determined only after the school selected and personnel involved determine and redefine the nature of their present difficulty.

This program will basically follow the model submitted by Cohen, DeVore, Smalley, Slaughter, and Smith called Area Centers for Educational Servicing (ACES).

AVAILABLE FACULTY

BAERNSTEIN, SAUL W., Associate Professor, LL.M. (Yale University)

BIS, JOHN S., Associate Professor, B.A. (Southern Illinois University)

BISHOP, ROSE MARY, Instructor

COGAN, ROSE, Assistant Professor, M.Ed. (University of Pittsburgh)

COHEN, HAROLD L., Professor, B.A. (Illinois Institute of Technology)

COHEN, JOAN E., Associate Professor, B.S. (Texas Southern University)

COHEN, MARY D., Associate Professor, M.A. (Southern Illinois University)

AVAILABLE FACULTY (continued)

FILIPCZAK, JAMES A., Associate Professor, M.S. (Southern Illinois University)

*FULLER, R. BUCKMINSTER, Research Professor, D.Sc. (Southern Illinois University)

*GEWISGOLD, HERMAN, A., Associate Professor, M.SW. (Adelphi University)

*GOLDIAMOND, ISRAEL, Research Professor, Ph.D. (University of Chicago)

MALLON, FRANK J., Assistant Professor, M.A. (Fordham University)

MARMELSTEIN, JANET, Instructor, B.A. (University of Maryland)

RIOCH, DAVID McK., Professor, M.D. (Johns Hopkins University)

*SAGALYN, ARNOLD, Professor, B.A. (Oberlin College)

SALKIND, NEIL J., Instructor, B.A. (University of Maryland)

SCHEELEN, ROBERT J., Instructor, B.A. (Washington & Lee University)

*SIDMAN, MURRAY, Research Professor, Ph.D. (Columbia University)

*SLAVIN, Joseph C., Associate Professor, Ph.D. (University of Maryland)

*STEINER, SOLOMON S., Associate Professor, Ph.D. (New York University)

STORM, ROBERT A., Assistant Professor, B.A. (William & Mary)

SWISS, KIRK, Assistant Professor, B.A. (Muskingum College)

TAUB, EDWARD, Professor, Ph.D. (New York University)

*WEINER, Harold, Professor, Ph.D. (University of Maryland)

*Sharing assignment with other institution or private practice.

FUNCTIONAL COMPONENTS PILOT:

NORTHERN APPALACHIA TRAINING CENTER FOR TEACHERS IN THE TECHNOLOGIES

July 1, 1970--June 30, 1971

Paul DeVore, Director
West Virginia University

Richard Ford, Commentator
Clark University

TRAINING IN THE TECHNOLOGIES

I. INTRODUCTION:

The idea of creating alternative procedures for the preservice and inservice preparation of teachers has received increased emphasis during the last several years. Not all observers of the educational scene agree that teachers are not prepared adequately.

Yet, each summer thousands of teachers return to college and university campuses to receive additional training. The result is a sizeable investment, both personal and institutional, in energy and financial resources with little recognized improvement in the teaching-learning process.

The problem, according to many observers, is the continued dependence on routine coursework in the arts, sciences and education, which is general in nature and lacks specific, defineable objectives. No one seems to be asking the question as to "why" certain courses or programs are provided. In fact, closer examination indicates the programs and course offerings are constructed haphazardly.

The result of a lack of specificity and analysis of the training needs is undertraining in critical teaching skills and overtraining in less significant areas.

It should also be recognized that most teachers tolerate the six to ten week summer programs because of the present reward system. The system rewards credits accumulated, not performance demonstrated.

The program which is proposed is an attempt to obtain some answers to questions related to training complex models which are being investigated by a special committee, the National Advisory Committee on Training Complexes, sponsored by the United States Office of Education. The model being proposed was originally called the "Industrial Task Analysis Training Model." However, further reflection indicated this to be a limitation of the concept. Therefore, the technology model was substituted. This broadened the possibilities and enabled a better approach to the problem.

The model, as conceived, meets the training complex concept of providing brief, intensive opportunities for professional training. Of the two training phases, preservice or prospective and inservice, the present proposal is primarily concerned with the inservice phase.

Concentration on inservice problems is based upon the tenet that the way problems are solved and situations changed is by "starting from where you are."

The technology model has several characteristics, the most important being the direct involvement of the individuals being trained. It is a model which concentrates on "what is to be." It is a model designed to solve problems. The model is process oriented, problem oriented, future oriented, adaptable and flexible. The technology model provides for projection, analogy and individual involvement in planning. The technology model also provides a basis for assessment. Assessment is based on economy and efficiency, both physical and human.

The concept of a training center designed with these tenets indicates the need for careful planning by the center staff as well as for new ways to involve consumers in planning, implementation, and evaluation of the model. The program and facilities generated by the center staff must include numerous teaching-learning units, resource personnel and materials--all available for immediate use. The proposed pilot program will serve to identify these needs in greater detail while attempting to operate a training center which: (1) is directly accountable to the educational service district and its teachers for the services provided, (2) offers a continuing, on-going service, and (3) attempts to train for change including providing for the competence and attitudinal components.

Analysis of individuals who perform consistently at high levels indicates a lengthy training process built in small incremental segments. Each increment or segment adds to the repertoire of the individual and increases his competence level. The high level of performance is reached in a step-by-step procedure and attained when the total, consisting of all the parts, is put together into a meaningful whole. Unfortunately for many teachers, some of the parts are missing.

The proposed training program is designed to:

1. identify the missing parts
2. design a corrective action program
3. organize and develop an individual or group training program
4. operate the training program
5. complete the training
6. evaluate the program
7. follow-up the trainees

The emphasis will be on individual and recognition and program planning. This focus mandates that the task of analyzing training needs is best approached by starting at the action end; the classroom and the teacher. The procedure emphasizes action, doing and involvement on the part of the trainees in increasing their competence as teachers.

II. PURPOSE AND FUNCTION:

The proposed training center is primarily concerned with people and the purpose, function and scope of the program will change and adapt as the needs, problems and desires of the clients are altered by the program and their continuing professional role. In order to stay in operation, the center must demonstrate to its constituency that the services of the center are based on local needs. The center is in business to help provide answers to these needs.

If the goal of the training complex is the improvement of the teaching-learning process, then the first and by far greatest need concerns educational personnel responsible for program operation at the local level. Some of the functions become evident as soon as this goal is stated. The training complex would serve the function of providing the state and region with a means for the development of personnel qualified and capable of meeting the educational problems of a changing technological society through procedures designed to increase the competency of these personnel in knowledge and performance in the areas of curriculum design, materials of instruction, technical content, instructional strategies and leadership.

At the same time, it is evident that the training center should begin the task of identifying and training future training complex personnel for program operations at the local, county and district levels. This goal is in keeping with the purpose of studying, developing, evaluating and initiating those activities which have the greater certainty of multiplying the initial effort.

The training complex not only has as its primary mission the improvement of instruction, but has as its function the role of an "outside force." The training center is neutral. It has no formal attachment to the school systems being served except through specific contractual arrangements; it has no formal attachment to the university other than to draw upon its available resources. The center, therefore, is free to draw together the resources needed to solve problems rather than expend energies to identify problems suitable to the existing resources.

Change and improvement in the teaching-learning process will take place when people are ready for change. The training center will also serve the function of increasing the competency levels of people so they are more secure with change and more capable of engaging the questions of the quality of instruction and the structure of the schools which inhibit learning and good teaching.

In addition, the issue of pilot programs will be more easily met when better trained personnel are available and support centers, such as the training center, exist to assure their success. This too is a purpose of the present proposal.

III. RATIONALE:

Fundamental to the design of a training center on the technology model concept is the assumption that self-realization, self-assurance and improved performance are attained by reaching a given competency level; that competence enhances self-realization and self-assurance.

The technology model starts where an individual is. It operates on the principle that competence is attained in short specific incremental stages. The approach centers on tasks which are action or doing oriented. Problems are analyzed and broken into small segments suitable for short training sessions. Immediacy is the key. The model is constant and on-going, utilizing expertise on an ad hoc basis as required by the training problem.

A training center utilizing the technology model design concentrates on the issue of "how to" improve instruction in an economical and efficient manner. Some of the basic premises are:

1. that the tasks to be identified will be those which teachers and others express as needs or which, as a result of involvement in the programs, teachers find relevant.

2. that tasks will be those which can be specified in performance terms and attainable in a short period of time.

3. that the training complex will exist to provide services to local or regional educational personnel on a contractual basis and that the success of the center will be measured in terms of continued use of the part of its customers.

Training in the Technologies

The problem of teachers in the technologies is the continuous change occurring in instructional content. It is, therefore, necessary to realize the vital role a training center will serve for this group of teachers. Future projections and forecasts direct attention to the need for continual engagement with the problems and the fact that no final or ultimate solution to the problems of these teachers or education in the technologies can be projected. Today's answers become tomorrow's problems.

The emphasis, therefore, must be on the individual and his development as a self-sustaining teacher-scholar capable of engaging the questions and meeting the challenge of change. This process requires continual training and the movement of the concern for training and improvement in competence from the colleges, universities or government agencies to the individual.

The concern of the training center will be the personal development of teachers, group processes, change, and the personal development of trainers and trainees. In each of these areas of concern, the center will attempt to meet the immediate needs of the teacher in his or her situation with the goal of long range improvement. This goal is based on the assumption that many teacher preparation programs have structured their curricula so the teacher is educated and prepared for training but not trained. This means the training program must be flexible and adaptable with both short and long range programs in operation at the same time. Each program will be designed on a module system with several modules providing competence in a given cluster. Each module should be designed to be highly relevant to the job and of short duration. It is believed that the success of the training program, whether judged by teachers, administrators or citizens of the community, will depend on doing a few things well. There must be a payoff in performance in a relatively short time period. For a start, most of the pilot programs will last no more than one day.

Also, the programs of the training center should be designed so they can be utilized by a large percentage of educational personnel. Methods and procedures that are so complex that highly trained experts are required to apply them are low on efficiency and high in cost. In addition, the goal of training procedures being disseminated to the local school level is obviated. The idea is to teach all who are capable how to use and apply the new techniques. Otherwise, they will have no faith in them, and they will not be successful.

The concept of "starting where we are" is basic if real change is to take place. It is very difficult, if not impossible, to introduce radically new ideas without a lengthy period of preparation Programs geared to actual operations have a greater change of success and provide a much better base for continual change than do either short or long term training programs begun on too sophisticated a level or based on foreign or radical ideas.

The task analysis approach, emphasizing specificity, indicates that:

.....when performance expectations can be defined in precise behavioral terms, systems can be developed to train teachers to perform them.

.....when variables enter into performance expectations, a series of diagnostic questions can be designed to aid in the definition of the problem. The model suggests that teachers can be trained to ask these diagnostic questions and to apply appropriate solutions or select appropriate learning systems for students.

.....when a reward or payoff is within sight, behavioral and attitudinal changes are not only probable but reasonably certain.

.....when trainees see a specific connection between their training program, their resultant proficiency on the job, and the level of status or responsibility or income for which the training is to prepare them, their attitude toward the training will be more positive.

IV. OPERATIONAL STRUCTURE AND PROCEDURES:

A. The operational structure and procedures are dictated by the basic assumptions underlying the technology model. In addition to the already stated purposes and functions, the training center will operate on the following premises.

1. that the tasks to be identified will be those which teachers and others express as needs or which, as a result of involvement in the programs, teachers find relevant.
2. that tasks will be those which can be specified in performance terms and attainable in a short period of time.
3. that the training complex will exist to provide services to local or regional educational personnel on a contractual basis and its success will be measured in terms of continued usage on the part of its customers.

It is expected that the center will be organized and resources identified to provide training programs related to the following areas:

1. Personal skills including media, equipment operation and content or subject matter improvement.
2. Evaluation including self, educational materials (hardware, software) and pupils.
3. Instructional skills including writing behavioral objectives, teaching through role playing and simulation techniques.

4. Curricular planning and design including design of teaching-learning units, individualized instruction, identification of concepts and values, school management and processes of the discipline.

5. Politics of innovation including skills of decision making, public relations skills and attitudinal change.

The first task of the training center will be to attain visibility with the teachers. To do this for the pilot operation, it is proposed to enlist the aid of five counties in West Virginia which have new county supervisors of industrial arts and technology. The program would be designed on a contractual basis with each county educational system sharing the costs. From a beginning in industrial arts and technology, applications and procedures would be developed for training programs in the physical sciences.

Each county would agree to provide expenses for its supervisor and two classroom teachers. In addition, each county superintendent would agree to participate in the training program during evaluation and summary sessions.

The state supervisor of industrial arts will provide liaison with the county systems.

The first pilot program will have three purposes:

1. the training of individual classroom teachers.

2. the training of first line supervisory personnel.

3. the improvement of the nature of the educational system within which the trained teacher will operate.

The training center would agree to meet specific training objectives as determined by the needs of the teachers.

Training in the Technologies

The overall goal of improving the instructional process would be primary. Operationally, the center staff will work closely with the initial training group to determine specific needs, design training programs, locate resources to help attain the stated needs, implement procedures for development of competencies, and aid in implementing and evaluating new instructional procedures and programs resulting from the training venture.

Early in the program, it is anticipated that techniques related to task group therapy may be utilized to aid the development of attitudes and openness necessary for the success of the training.

To the extent that it is possible, the program will be teacher designed and operated. Direct involvement by each participant in the training process is vital to success for each individual.

The program will be integrated around clusters of teaching-learning units. These units will provide one unifying whole whereby a person can progress from the simple to the more complex performance level in the same or similar area of study, thereby attaining a higher level of skill and range of competency. These are thus common denominators and areas of training specialization. One task of the pilot training center will be to identify those clusters and areas of specialization that are meaningful to teachers. These would be the critical issues as the teachers view them.

B. Operational Phases

The pilot program consists of several phases.

Phase I - Organizational - staff, facilities, contractual arrangements, etc.

Phase II - A. Need Identification - initial session
B. Design of Training Modules

Training in the Technologies

Phase III - A. Training Session 1
B. Training Session 2
C. Application to Practice Design

Phase IV - Application to Practice

Phase V - Evaluation
1. Student
2. Supervisory
3. Self
4. Open Forum - Summer, 1971

C. Evaluation

In addition to an evaluation program, measuring results as observed by students, supervisory personnel and participants, it is proposed that the training center staff conduct an evaluation program composed of the following elements as a minimum.

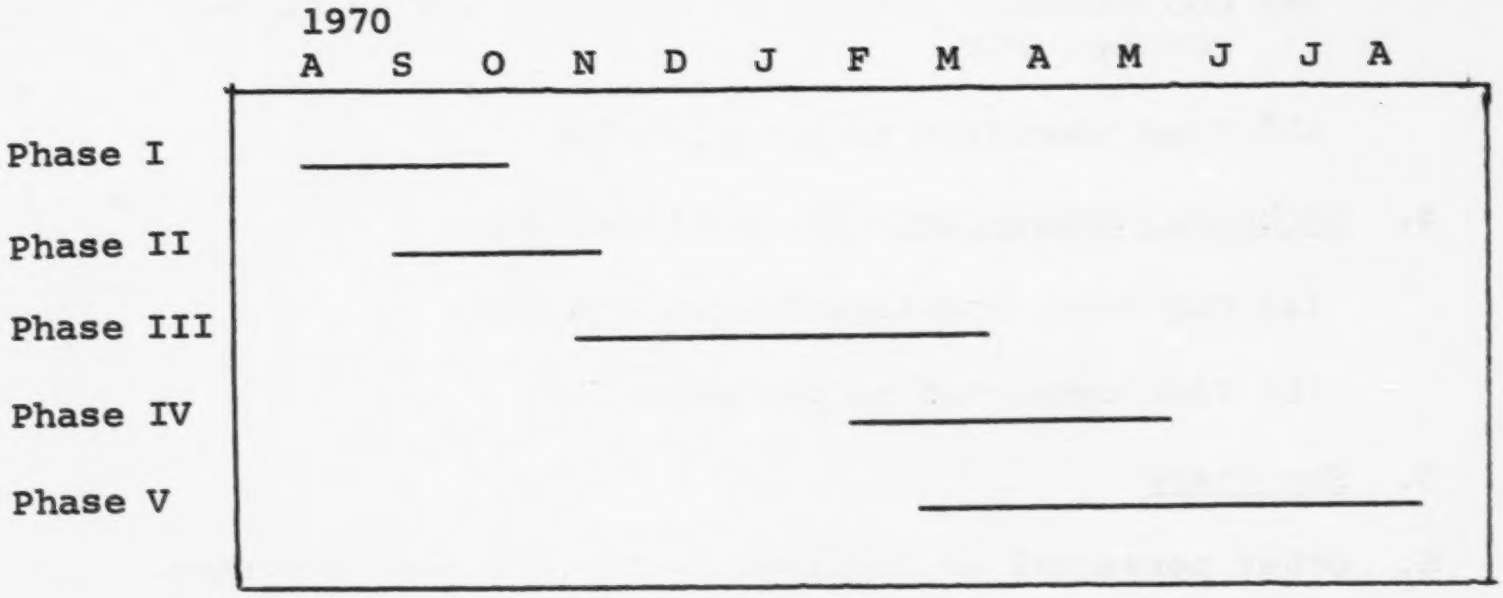
1. Records of the level of competency evidenced by the teacher prior to training through samples of writing on several topics including personal philosophy, self image and future plans.

2. Demonstration of teaching technique prior to and following training program. Record actual classroom session on video-tape.

V. TIME SCHEDULE

It is proposed that the program begin August 1, 1970, and continue through August 31, 1971. This time schedule will meet the needs of the project and the type of educational personnel it will serve.

Training in the Technologies



VI. PERSONNEL AND FACILITIES

A. Personnel: The nature of the center requires a flexible personnel arrangement with a small diverse resident staff. The resident staff will consist of the following individuals.

1. Project Director--Dr. Paul W. DeVore
   - (a) Professor of Education, Curriculum Research and Development
   - (b) Time committed to project--20%
2. Training Associate--Mr. Frank Orlando
   - (a) Acquisition Specialist, Curriculum Research and Resource Center, WVU
   - (b) Time committed to project--20%
3. Training Associate--Mr. Bill J. Shields

Training in the Technologies

(a) Coordinator, Curriculum Research and Resource Center, WVU

(b) Time committed to project--20%

4. Technical Specialist--Mr. Neil Jenkins

(a) Engineer, Sterling Faucet Company

(b) Time committed to project--15%

5. Secretary

6. Other personnel as required by the training programs.

B. Facilities: In addition to the usual facilities available for programs at a University, West Virginia University has available a Technology Curriculum Research and Resource Center which has been under development the last three years and was made operational in the spring of 1970. It is proposed that this resource serve as the operational base for the training complex. The Research and Resource Center was developed to provide services similar to those of a training center. Conference facilities are available as well as individualized instructional areas.

In addition, a new instructional materials center was made operational in September, 1969, and is available for use by the training complex.

FUNCTIONAL COMPONENTS PILOT:

SELF-REALIZATION DEVELOPMENT

July 1, 1970--June 30, 1971

Irving Schwartz, Director
Clark University

Vernon Haubrich, Commentator
University of Wisconsin

Self-Realization Development

Assumptions:

The program, sketched here in barest outline, is predicated on the following assumptions:

1. that teachers, like most people, are capable of growth--

   The inability of most teachers to distinguish between that which is "necessary" and that which is "arbitrary," a condition which derives from the acceptance of the belief that their lives are the sum total of the social roles they play, has led them to see their lives as "nothing but" the result of economic, political, and psychological forces over which they have no control.

2. that intellectual development and self-realization are fundamental to training--

   Without a larger framework of understanding and sensitivity, the concept of training is reduced to an S-R psychology which suggests that men's actions are merely reactions to external stimuli. In educational terms, it reduces the teaching-learning adventure to a puppet show in which all of outcomes--understanding, interpretation, evaluation--are predictable. At its worst, it leads to the teacher-learner's view of his behavior in terms of "it does me" rather than "I do it."

3. that education is the individual's growing, self-reflective awareness of his potential and his volitional self-development in terms of what he understands the possibilitiss of life to be--

   This is as true for the student as it is for the teacher. The autonomous, whole teacher can make it possible for the student to discover what he might become within the limitations of social possibility. Some sense of the possible for the student is what the teacher is.

4. that some things are worth knowing and are especially germane to teaching-learning--

   Few teachers understand the problem of generalized categories and infinite variability; fewer see the implications of this problem for teaching-learning. Generalized categories make knowledge possible. Yet this knowledge tends to blind us to new ways of ordering experience. Our success with models of explanation has led us to define ourselves in terms of our generalizations, leaving out consideration of our individual, irreplaceable uniqueness. The consequences of this failure in the behavior of students, teachers, and administrators is evident in any school. Perhaps an immersion intellectually, socially, and psychologically in experiences which enlarge the phenomenological field of the teacher will make new choices, meaning, and responsibilities possible.

5. that universities and schools of education have not addressed themselves with much coherence to the problem of "things worth knowing" for teaching, nor have they done much to urge implementation of what was learned in most courses--

   A curriculum which examined selected areas of essential knowledge (what is man? what is nature? what are the relationships between the two?) and existential knowledge (who am I? who are they? how am I different?) might stimulate exploration of the relationship of these two modes of knowing. One would hope that exposure to these areas would ultimately affect teacher behavior, course content, the structure of teaching-learning experiences, classroom organization, as well as the relationship of the teacher to teachers, the school, and the community.

6. that such an experience would develop in teachers a tolerance for ambiguity, intellectually, socially, psychologically--

Hopefully, awareness of the problem of "self-in-the-world" would help teachers to sense the human predicament, replete with irony and paradox, as well as possibility and promise. Such people are most capable, in a world of shifting realities, of making "as if" commitments to individual and social improvement without the fanatical monomania of the zealot.

7. that such a program, if successful, would result in heightened consciousness (to be distinguished from rational objectivity narrowly defined)--

   The whole person (Mensch) has an elevated awareness of the self, the other, of things and events, of the human condition, part of which is rational, intellectual, but consists of other parts, social, psychological, aesthetic, existential. We need such people if education is to be sufficient in the next quarter-century.

8. that change must begin at the teacher level if schools and education are to change meaningfully--

   Individual change, derived from face-to-face quality interaction, is more lasting and more effective than change decreed from positions of authority. Participation by teachers in the decisions which affect their lives is essential if they are to grow.

Program Participants:

For pilot purposes membership would be restricted to five high school social studies teachers with between 5-10 years teaching experience. These would be recruited from urban schools. Selection would be based on results of tests (written and/or interview) for tendency toward openness, flixibility and growth.

Time Schedule:

The initial experience would be an intensive 6-8 week summer workshop of study and experience. For this period participants would be expected to live and work together.

Self-Realization Development

During the school year each would return to his school to work with other teachers. Hopefully, his course load could be reduced by one course for this purpose. The group would meet regularly during the school year for consultation, assessment, and planning.

Curriculum:

The course of study, "things worth knowing," is divided into two streams. One stream treats the essential mode of knowledge. Here the participants would examine nomothetic models of explanation in those areas which treat the problem of the concept of man. Emphasis would be on those areas which are germane to a theory of education. Materials will be drawn from the fields of anthropological theory (what is man?) and developmental psychology (cognitive and psycho-social). The sociology of institutions (especially the school) as well as the sociology of knowledge and epistemological considerations (science, aesthetics, language as modes of knowing) will be explored.

The second stream is concerned with the examination of the subjective, individual dimension of knowing. Existential psychology and its concern with growth, meaning, decision, and responsibility will be explored. Phenomenological, existential, ontological considerations and their implications for educational practice will be examined. The ethics of interpersonal and inter-generational relationships will be treated.

The nexus by which these streams might be tied together could be work by each participant on his own biography. History, or collective biography, is seen as a matrix of process and change in which "human nature" is constantly being modified. This modification is the result of society's changing interpretations of experience, categories of knowledge, and cultural presuppositions. Any biography inheres in this larger matrix yet is not totally determined by it. To answer the questions "who am I?", one must examine, as well, one's own private history of choices and decisions, decide which were mandatory and which arbitrary, and in a sense create a usable past in terms of what one would choose to become. In a real sense, this is growth and freedom.

Self-Realization Development

The goal of this activity is the participation in, and awareness of, the human predicament at this time in history as manifest in one's own biography and in the biographies of those with whom one interacts.

Such a program would require the use of consultants and lecturers, but these would be used at the discretion of the participants and within the framework of the course of study.

During the workshop, the participants as a group would be required to organize an education project or activity, each assuming reponsibility for some part, in which what was learned in the course of study would be applied to school content, organization, and/or behavior.

Implementation:

Each participant would return to his school where, on a part-time basis, he would help others, whom he had recruited within the school to develop curriculum and teaching strategies as well as help teachers evaluate and improve their classroom performance. Because of his tie to the Training Complex, he can make available to those working with him all of the resources of the Complex. It is at this point that prospective teachers could work in a variety of ways with this cadre in inservice activities.

Concluding Remarks:

Many people have written off the teachers now in the schools and look for change in the area of the training of prospective teachers. For any but the most hopeful and patient, this seems too wasteful and too slow a process. In all probability, the teachers presently employed in the schools will stay on, many of them moving to administrative positions. We must ask ourselves whether we can do something with and for the teachers who will surely be around for 20-30 more years.

This project suggests that there are ways of developing people who tend toward openness and flexibility. These individuals can then work in the schools with their peers, helping them to improve teaching and learning. These five, each working with four or five teachers, will not only disseminate what they have learned but could identify others who could become cadre as well.

Self-Realization Development

If each of the cadre were to serve in that capacity for a second year before returning to full-time teaching, while we worked with five more, we would multiply geometrically the number of people affected. What is significantly different in this scheme is that the cadre are teachers recruited from the school, working in the schools, helping other teachers to develop, and recruiting participants for the cadre role. This "grassroots" multiplier effect is at the heart of this type of program.

Tentative Program for the Self-Realization, Training Complex, Micro-Pilot

Participants

Recruitment:

six high school social studies teachers from a Massachusetts urban area and/or its environs

Selection:

teachers to be selected in pairs, two representing each of the participating schools

the composition of the pairs will be based on teaching experience: one person who has taught 15-20 years; one with 2-5 years experience

Participants will be selected who tend toward openness and flexibility. This may be determined by psychological testing (Rorschach Test of Openness and Rigidity) or by professional interview.

Schedule

Search, Recruitment and Selection--September, 1970, to February, 1971

Preprogram:

one week in February or April (vacation) to read about and discuss educational problems

selected readings

assignment for summer workshop: a personal statement of educational philosophy, an assessment of education as it is, and some suggestions for change which would make school experience more consistent with personal aims, goals and purposes. This statement could serve as a pre-test.

Summer Workshop (6 to 8 weeks)

Week 1:

An examination of the nature of science as a mode of knowing: the metaphysical foundations of science and their development to the present.

Selected Readings (Bronowski, J.W.N. Sullivan, Dewey, Bertolanffy)

Project: to demonstrate implications of week's work for curriculum in the field of teacher's interest

Consultant: philosopher of science

Week 2:

Examination of the problem of the concept of man as defined by science and social science; ethology, anthropology, sociology

Selected Readings (Lorenz, Ardrey, Kroeber, Kluckholn, Berger)

Project: implication of week one's work for the use of these concepts in teaching

Consultant: social anthropologist

Week 3:

Examination of the social sciences in the light of weeks 1 and 2. The problem of geography, history, economics, and politics as ways of knowing

Project: outline for a unit of curriculum based on new understandings

Readings: examination and evaluation of curriculum materials in disciplines (High School Geography Project, Sociological Resources for Secondary Schools, Anthropology Curriculum Study Project, etc.)

Consultant(s): scholar(s) in respective fields

Week 4:

Examination of concept of self--"who am I?"--beginning with a comparative study of psychologies ranging from reductionist models (Thorndike, Skinner, Freud, G. H. Mead) to organismic, humanistic, existential models (Werner, Maslow, May)

Readings

Project: to reflect on teaching and learning in the light of these studies.

Paper on implications for teaching

Consultant: psychologist, psychiatrist, psychoanalyst, scholar

Week 5:

Reflection on teacher's conception of self in relationship to personal biography. A reassessment of one's life in terms of the problem of knowledge and the problem of identity should encourage personal growth.

Project: Compare what you think you are and what you would like to be vis a vis person, student, teacher, classroom, institution, citizen

Consultant: T-group leader

Week 6:

Examination of modes of *subjective* knowing--concern with ethical implications of problems of knowledge and self as they apply to education

Readings: phenomenology, ontology, existentialism, ethics

Project: Define the aims, purposes, goals of education and describe ways in which you would implement them consistent with your beliefs. This could serve as a post-test.

Consultant: moral philosopher

Week 7:

Self evaluation by the group

Week 8:

Evaluation by professional evaluator

RECORD OF COMMITTEE DELIBERATIONS

The ad hoc National Advisory Committee on Training Complexes was convened four times during the life of the committee which was the period of February through June, 1970.

This record consists of a set of notes which reflect the evolution of the committee's thinking. Thus, the first meeting dealt not only broadly with the concept of the Training Complex, but also with a general background within which this concept has evolved and the early plans already developed by certain institutions to pursue various models.

The second meeting concentrated very heavily on a review of the inventory that had been conducted by various members of the committee and others or programs throughout the country that seemed to be relevant to the Training Complex notion. The meeting also grappled with the problem of model development.

The third meeting focused on the issue of developing functional components of the model as well as a careful examination of the structural pilots.

The final meeting reviewed the seven pilot projects, discussed the relationship between Training

Complex and protocol materials activities, and focused on developing a set of definitions and operational assumptions for the Training Complex as well as criteria for guidelines. At this final meeting, recommendations were made for the establishment of a successor committee.

NOTES ON THE CHICAGO MEETING
February 27-28, 1970

Saul Cohen, Clark University, opened the meeting and introduced the members of the group to each other.

Donald Davies, USOE, spoke for the United States Office of Education. His major points were as follows:

1. The book, Teachers for the Real World, provides a realistic start for developing a much-needed training component in American education.

2. The U.S. Office is becoming more and more concerned about the end-product. This means more specificity of objectives and results, with special emphasis on teachers and on students. USOE is very much interested in individualizing the process of training teachers.

3. USOE is also interested in attracting new talent into the teaching field, especially low income minority groups and other community people to be used (and teachers currently in the field) in different configurations in the training process.

4. All of the above is to be thought of in the context of (1) erasing racial and social characteristics as barriers and (2) in providing institutional change.

5. How do Training Complexes fit into the picture?

    (1) Training Complexes could be thought of as neutral territory which could pool resources and autonomy.

    (2) Training Complexes should not be:

        a. another student-teaching center
        b. a way to save the campus laboratory school
        c. a regional educational laboratory or research and development center whose

purpose is the development of ideas and testing instead of training.

Mort Kreuter then described the Stony Brook proposal. Kreuter's major points were:

1. We need to develop parallel positions similar to public school supervisors.

2. We need a new kind of person somewhat like a college supervisor.

3. A man who combines evangelism and practicality; who can pierce the educational structure with new ideas and make a strong impact on the consumer.

4. Such a person might be called an educational field associate whose essential job is to show people how to do things, who can get into the school system and take on a visible position and who might spend his time as follows:

    a. 1/5 time as a functioning school person on-site making himself available to other school personnel.

    b. 3/5 time as an on-site trainer of student teachers or first year teachers in a non-punitive role (not a rating officer - no legal status with regard to the tenure rights of teachers)

    c. 1/5 time on his own to regenerate himself and keep up with the literature.

5. The educational field associate should not take responsibility for developing protocol material. His case load might be 12-18 senior students or first year students at one time. or a ratio of one field associate to 50 trainees per year.

6. The educational field associate might spend 3-5 years at this task. The possibility of a built-in hierarchy as trainee$_1$...trainee$_2$... trainee$_3$ is a definite possibility.

William Kvaraceus Clark University, briefly described Clark's internship module as moving transitionally toward a creative training center which is now starting to divorce itself from the campus.

Don Bigelow, United States Office of Education, spoke about the make-up of the Training Complex Committee and its relationship with other programs:

1. Three members of the Training Complex Committee are authors of the book, Teachers for the Real World.

2. Three people on the Training Complex Committee have parallel experiences in TTT (S. Cohen, G. Slaughter, H. Wey). In addition, all these men are Cluster leaders of the TTT program.

3. The rest of the Committee is composed of members who have other talents. Their major role is to keep the Training Complex Committee on the track.

4. The United States Office of Education does not want the Training Complex Committee to find the next step. The Committee should be 3-4 steps ahead. The Committee should deal with abstractions. For example: are Training Complexes really feasible?)

5. The United States Office of Education Committee on protocol materials is headed by B.O. Smith. Money has been allocated for the development of protocol materials in the next fiscal year (1971). Thus, the development of the Training Complex idea and the development of protocol materials should occur almost simultaneously.

6. The Committee should try to design the Training Complex so that it makes a substantial difference in

American education. Training Complexes should revitalize the present four-year program of training teachers. Perhaps the fifth year should be a free year. Training Complexes might be structured on a teacher demand basis.

B.O. Smith commented:

1. The idea of neutral territory is a good one. Training Complexes should not substitute inadequate training in schools for inadequate training in universities. We must consider the total system of which the Training Complex is a part:

    (1) The cognitive development of the teacher
    (2) The personal element of a teacher which might be modified
    (3) The disciplines of the content areas
    (3) The issue of pedagogy versus content
    (5) The skill level of the teacher

2. Some questions which should be raised:

    (1) What are the institutional responsibilities of the Training Complex: the university, public schools, junior colleges?
    (2) What is the relationship of the Training Complex to the university and public schools in the community setting?
    (3) Who is responsible for what?

Saul Cohen commented:

What is the Committee's responsibility?

(1) The Committee provides advice and resources to come up with alternative ways (different blue prints) which are picked up by other groups for trial.
(2) The Committee is also responsible for making some inventories. For now. the Training Complex operates through the summer months.

Notes on the Chicago meeting

Donald Bigelow explained funding for the Training Complex. Training Complexes contemplated at present are:

One at Clark
One in the Appalachian region
One in Dallas
One at Stony Brook, New York

Three other Training Complexes will probably appear in (1) a large mid-western city in a ghetto area, (2) in a far-west area with a large Chicano population and, (3) in a deep south region involving the desegregation problem.

Further discussion about the Training Complex brought up the following points:

Training Complexes must have:

(1) A strong reward system
(2) A sense of professionalization
(3) Specifically trained people
(4) National impact and visibility
(6) Initiative from some institution
(6) A defined specified product
(7) Be modeled on basic needs and resources in different areas
(8) Must have parity

Training Complexes differ from traditional teacher-training organizations because:

1. They provide freedom to select different trainers than universities have.

2. They may provide performance based credentials rather than traditional credentials.

3. They may provide freedom in the variety of training experiences.

4. They may provide an intrinsic reward system.

5. They can be of constant use by a variety of different kinds of groups (university people teachers, communities)

6. They can provide an alternative career ladder for experienced teachers.

7. They can provide neutrality.

Various members of the Committee brought up the following assumptions:

1. Young people can work more effectively with young people than old people with young people.

2. Training Complexes will work better when the consumer is represented (parity).

3. Not all trainees will complete training successfully.

4. Not all school systems will accept the Training Complex.

5. Training Complexes may fail unless based on a scientific model

6. Training Complexes will fail unless we identify specific training procedures and end products.

7. There now exists enough knowledge to train teachers adequately.

8. We cannot take over the functions of the university training in the academic disciplines.

9. Training Complexes must deal with curriculum development.

The Committee engaged in general discussion and raised several issues:

Notes on the Chicago meeting

1. What kinds of people do we recruit for training in a Training Complex?
2. How do we define who is "educated"?
3. Training Complexes must deal with values, what kind of values or value constructs pertain?
4. Who are the customers or consumers that a Training Complex affects?
5. What are the sources of our students, what kind of cultural differences exist, what kinds of areas do we draw our student from, etc.?
6. Is there a common core of training experiences that apply to most teachers or teachers to-be?
7. Who are the target groups? Do we have just teachers, or do we include other groups to be trained as well?
8. Who was responsible for the Training Complex?
9. Where is neutral territory to be found?
10. How shall a Training Complex be funded?

The Committee also discussed a number of goals or end-products:

1. Teachers must have competency in inter-personal relationships as well as in content.
2. Training Complexes might start with in-service and pre-service training and then expand to other groups later.
3. Training Complexes ought to produce a "career" teacher who is prepared to give a longer part of his life to teaching and a greater commitment.

Notes on the Chicago meeting

The Committee broke up into three groups to discuss separately three possible models of Training Complexes. Each of these groups is to work during the month of March on elaborating their model and report to the entire Committee at the April meeting. The preliminary report of the three groups are as follows:

Vernon Haubrich (Uni-Functional Pre-Service Model) briefly described the existing model of teacher training. He pointed out that the existing model has strong built-in pressures not to change, but that two disadvantages are vitally important: (1) the training program is split (college and apprentices) and (2) there is little pay-off for change. Haubrich cited five major issues:

1. A new role must be given to both the academic and the pedagogue.

2. The training practicum must be worked out carefully to include teaching protocols, sensitivity, and other protocols in non-school agencies.

3. We must correct the "divided energies" syndrome. The student at this time has little focus.

4. We must solve a political issue - who in fact does the training?

5. We need a new type of control board to include representatives from universities. teacher organizations. community groups. state agencies. U.S.O.E., the public interest. students from colleges and high school students.

Dick Ford reported for the sub-group investigating the Uni-Functional In-Service Model. He suggested that we look strongly at the agricultural county agent system as a possible model and then made the following points:

(1) The Training Complex must have a site which contains real students and presents a realistic school setting.

(2) Teachers' organizations must be included in the Training Complex organization.

(3) Training Complexes must affect all teachers on a periodic basis

(4) Training should not affect the salaries and other benefits of teachers.

(5) The training staff might consist of the following:

a. the operational group - a training team
b. high school students in a training capacity
c. undergraduate or prospective teachers
d. materials, media technical personnel
e. parents
f. para-professionals
g. administrators such as principals
h. supervisors
i. master teachers
j. prospective college teachers
k. consultants such as social workers sensitivity trainers subject matter specialists

(6) The notion of critical mass could be implemented by a rotation schedule to produce change. Therefore we need a system for teacher's substitutes during training, (perhaps we must consider the training of substitute teachers).

B.O. Smith reported on the multi-functional model of the Training Complex and spoke mainly to the point of internal operations of the Training Complex.

Smith pointed out that:

(1) The Training Complex ought to give certain basic training.

(2) Training should be task-oriented.

(3) We should train teachers for particular problems ("how to deal with __________").

(4) One such procedure might be as follows:

a. The teacher collects data (teacher gets frequency of data)
b. The teacher is taught diagnostics and how to prescribe treatment.
c. The teacher deals with problems of parents and family problems by attending parent instruction meetings with parents in afternoon sessions.

(5) The mobility of teachers will pose a problem. We need a system to induct new teachers into schools during the summer and during the school year.

(6) We need a functional analysis of the community, its personnel resources (lawyers, technicians, etc.) who can be used in the training program via special projects.

(7) We need a feedback system from the community to monitor the Training Complexes progress and operation.

Saul Cohen then made assignments for the inventory and set dates for future meetings and adjourned the conference.

NOTES ON THE NEW YORK MEETING
April 12-13, 1970

Mitchell Lichtenberg opened the meeting and asked for comments on the Chicago meeting.

An opening question asked concerned the role of the advisory board on Training Complexes. Since several institutions had received indications that they would receive planning grants for future Training Complexes, the questioner wondered what the advisory board's role really was.

Several suggestions to this point were:

1. The advisory board was responsible for describing several alternative models which might serve as broad outlines for individual Training Complexes.
2. The advisory board must directly help those institutions in their planning.
3. The advisory board might remain intact after summer, 1970 to provide advice for individual Training Complexes to monitor progress and to serve as an ongoing planning committee (somewhat analogous to the LTI concept).

A second question raised doubt as to the uniqueness of the training complex concept, citing similar programs underway at the university level.

Comments to this point were:

1. The nation must mobilize many different kinds of forces to deal specifically with teacher training. The effort must be much larger in scale than now exists; in effect, we must train everyone who has contact with youth. This is a goal which universities cannot strive for at the present time, nor are they likely to do so in the immediate future.
2. Unlike universities, a Training Complex carries the idea of direct accountability to the consumers of its services: the community and the personnel it trains.
3. The Training Complex must offer continuing, ongoing service to consumers of its services. It must seek to train other than teachers.

4. The objectives of a university and the objectives of a Training Complex are basically different. Higher education, generally speaking, is not change-oriented. Training Complexes, in order to be effective, must train for change to effect change.

5. We now educate (theory) teachers in institutions of higher learning but we train (practice) teachers in the public schools. This latter training must be upgraded drastically, requiring an institution like a training complex. Training both pre-service and in-service personnel is not something that higher education can necessarily take on along with the rest of its tasks.

General discussion of the rationale for training complexes followed, with most comments paralleling those made in the Chicago meeting, and the book, Teachers for the Real World.

Suggestions and comments of interest were:

1. Training complexes might be placed within the New Cities now underway in this country (Columbia, Reston, etc.). Since the New Cities are planned communities. training complexes should have a special place in training the residents, teachers, police, etc. in these communities.

2. To staff training complexes, we must begin to train future training complex personnel. Perhaps initial training complexes should serve as training bases for other training complex staffs.

Brief reports concerning inventories followed:

Lichtenberg cited Atlanta's Teaching Center concept. Students are assigned to a center rather than a single cooperating teacher. The center is composed of several teachers, a coordinator (currently a college supervisor) and is responsible for the training of all students assigned to it.

Notes on the New York meeting

Lichtenberg noted that Vermont's Title III Action Centers have been under pressure to accomplish comprehensive ends but lack meaningful support. Many of Vermont's school systems are very parochial and the Action Centers find difficulty in achieving cooperation to accomplish their task.

Havighurst reported on the Chicago Ford project. He stated that this project's major task is to keep MAT's in the inner city schools. To accomplish this, the project pairs off 10 EXTF's with 10 trainees, using two summers plus one academic year. To keep the trainee in the school, this project tries to identify model teachers within that school. In addition, the project is getting college faculties interested in teacher training.

Haubrich reported on the Milwaukee Research project. Twenty-five children from retarded mothers are identified at birth for a program of childhood education. Beginning after the first six months, mothers are selected from the community at large to help construct materials in conjunction with professional staff developed strategies. These mothers are ghetto dwellers with a high school education. Their teaching is very carefully monitored by project staff personnel. Although this program is expensive ($385,000--trainees were paid $5,000 to $6,000), various members suggested using a similar model with teenage girls to replace the mothers.

Kvaraceus reported on the National Training Laboratories. NTL has a staff of 500 consultants, 400 of whom can give up to 20 days per year for training. NTL operates from four field centers (has trained 10,000 persons in one year). Group dynamics training is essential. Kvaraceus suggested the development of a similar national staff for use by school systems.

Herbert Wey reported on SMCADA (southwestern North Carolina). This project employs 24 consultants to train teachers in "native" art and music. The consultants work with teachers on a one to one basis and have the responsibility for approximately 20 teachers in the course of a year (approximately $700 per teacher). One positive outcome of this project is classroom teachers now are teaching youngsters math or English through art and music.

Bentley Glass (S.U.N.Y. at Stony Brook) described the development of BSCS and the Japanese Service Centers. Japan's upgrading of mathematic and science instruction has been accomplished through the establishment of science education centers. These centers have their own buildings containing labs and classrooms and are staffed on a permanent basis by teams of master teachers and young scholar scientists. The center has a fairly high prestige level and offers an opportunity for local school system personnel to move up. However Japan's university system is not involved with the centers. The centers were established by the Ministry of Education at a provincial level.

Gene Slaughter reported on the Texas Educational Service Center. The TESC operates under a rather rigid legal basis. Essentially every educational program comes under a legislated system in Texas.

Paul DeVore reported on the Sears Training Program. Sears changes its curriculum constantly for service people who repair Sears products. The constant change is caused mostly by product line changes. The major manufacturers are primarily responsible for such training under contract to Sears. Time and effort is carefully recorded and used later for evaluation of performance in the field. A cluster concept of skills now trains a man in electrical repair as a field rather than a specific task (repair of electric motors on washing machines). Thus, individuals being trained will be able to perform a variety of tasks hueristically rather than go through a retraining program almost every time the product changes. DeVore noted the differences between training to service machines and training to educate young people. Such standardization procedures might be analogous to tailoring a person to work in a particular school or perform a particular task in the teaching-learning process. One additional feature of the Sears program was a comprehensive cost-accounting system which evaluated the effectiveness of the training from initial training to actual performance in the field.

Eli Bower reported very briefly on the Far West Regional Laboratory's efforts at teacher training. Although the Lab is essentially a research operation, its staff has found it must become involved in training in order to field test their products. Thus, their training is essentially product test oriented and research based. Bower noted that this lab operates on a $2.2 million annual budget, funded mostly from USOE.

Based on the inventory discussion, several points were made:

1. If several full-scale training complexes were established, could regional laboratories be used to research and test teacher training materials? Would this not be an effective marriage of training and research attractive to all parties including the government?

2. Concerning protocol materials, B.O. Smith estimated that a training complex would need 3,000 bits of materials as a minimum to get at all settings, grade levels and types of behavior. He estimated that the labs could do some of this but were not equipped to take on more than a small part of the development.

3. Essentially, training (for protocol development) must build into itself a problem solving approach; e.g., the development of skills by which knowledge about training can be generated.

Arthur Harris opened the second day of the conference with his reactions to the work of the advisory board:

Using the analogy of education in the Japanese Relocation camps during World War II, Harris commented as follows:

Notes on the New York meeting

1. Schools might be likened to a closed system or society which operates within a crisis context. How do we define or defuse this crisis situation; how do we open up the system so that teachers will give greater committment?

2. The training of teachers requires a staff that is far broader in both skill and expertise than is normally involved in typical teacher training institutions. How do we procure this staff? How do we get community involvement? How do we get teachers to accept the community as his trainer unless we involve teachers in their early training periods with community residents and service personnel (police, health and welfare, etc.)?

3. In planning for change, institutions including training complexes must realize that objectives should be dynamic.

4. We must define neutral ground carefully. Is neutral ground a closed system like a Texas tower or an open system like Times Square?

5. To deal with issues of crises, emergencies, a different kind of planning is needed. Typical units of training are not really effective. Instead use ad hoc task orientation--train for the task.

Several other comments followed:

1. One problem is that educators per se do not provide leadership within the community. How will this affect a training complex that plans to train everyone in contact with youth?

2. Essentially we do not face a generational gap in this country--the gap is ideological. Training complexes must take this into account.

3. Complexes may be different from each other; for example, some complexes might be staffed with academics, lawyers, police, etc.; others would be oriented with more educators and community people. In large cities we must include the community in a significant way early in the planning and operation of training complexes.

4. Our main goal should be to get off the ground within a short time. concentrating on teacher preparation, endeavoring to do better what we are now doing poorly (teacher training).

5. I think the current crisis is an opportunity. (essentially, crises create interest and involvement for change.) Perhaps the only way training will change is when a crisis level is reached, and enough involvement occurs to create means for change. How do training complexes plan to deal with major crises?

6. We have mentioned interpersonal, pedagogical, and curriculum areas in connection with the training complex task. Which comes first in the complex's activities? Which takes priority?

7. What kind of role will teachers' unions take in teacher training? How will training complexes deal with increasing unionization of teachers?

8. To help new teachers maintain themselves as professionals, we will have to deal with the issue of professionalization. What kind of program can be developed here?

9. Part of the change process involves knowing how the "game is played." New teachers, often with the right ideals, play the school game badly, get in trouble with administration, and are turned off. We need training in this area, if we want to effect change, and keep good personnel in the schools long enough to create that change.

10. The social system of the school and inter-

personal relationships as subject areas for training are crucial for new teachers.

11. The idea of management of instruction has grown up around the assumption that the teacher is incompetent. Thus, we have layers of supervisors, department chairmen, coordinators, etc. Training complexes will threaten this system, by producing strong teachers who need no supervision except from their own membership.

12. An alternative to constant supervision can be found in the business management model. Essentially this is a kind of management by exception. When things run well, no supervision is needed. Supervisors step in when things are not happening.

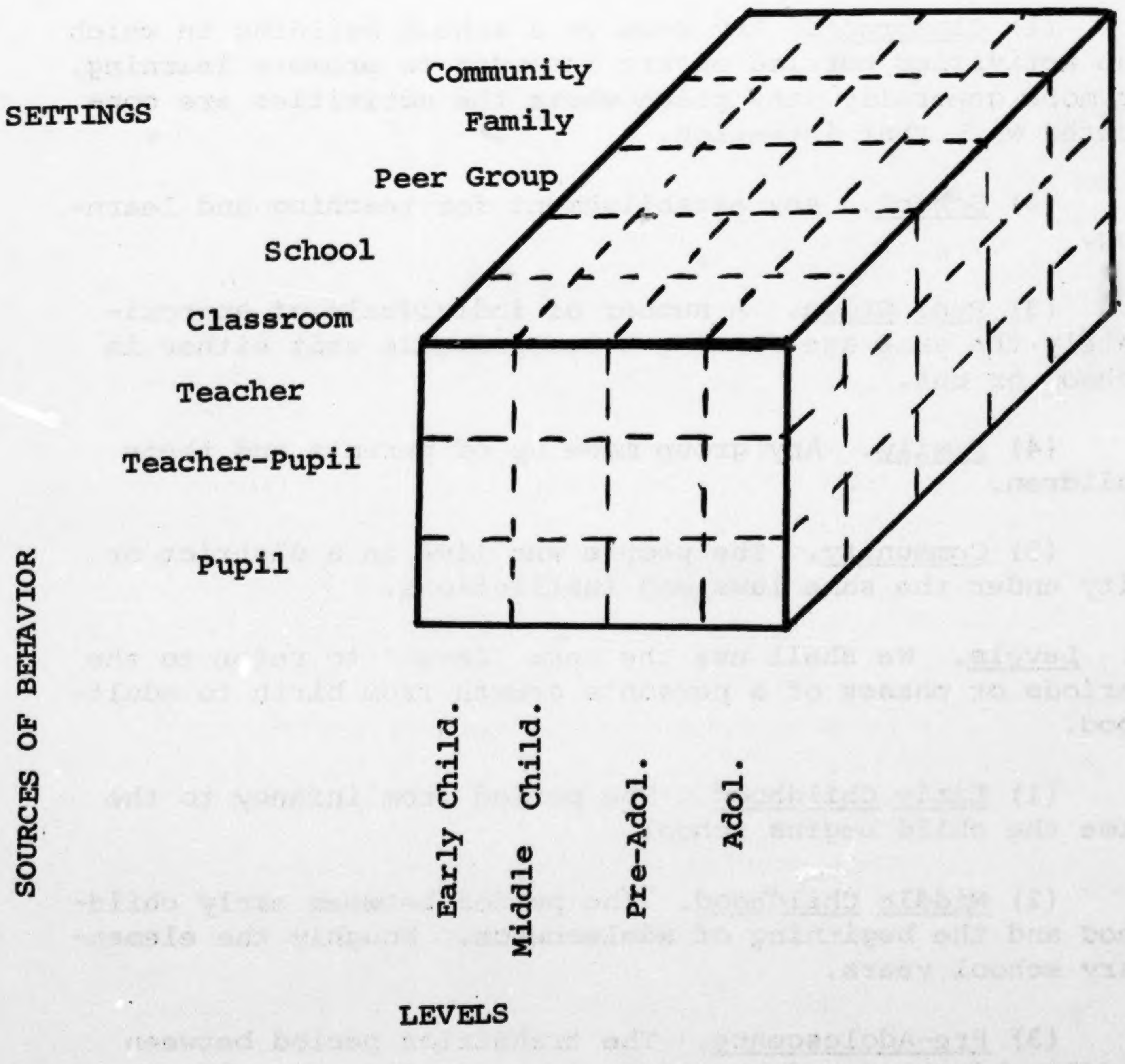
13. There is an issue of costs here. Why not use monies now devoted to paying supervisors and other management personnel in schools to train teachers.

14. In the medical analogy, we then produce a teacher who acts as a good general practitioner; not a narrow specialist who needs a team of others to help produce the product.

B.O. Smith described his three dimensional model for protocol materials and offered it to the group as a possible classification system for training complexes.

Notes on the New York meeting

Coordinate System of Settings, Behaviors, and Levels



(definitions on following page)

Notes on the New York meeting

Definitions:

The major categories are named in Figure 1. We shall first define the kinds of settings, then the kinds of levels, and finally the sorts of behaviors.

A. Settings. We shall use the term "setting" to designate the context from which the protocol material is taken.

(1) Classroom. Any room in a school building in which the activities carried on are intended to promote learning, or more generally, any place where the activities are conducted with that intention.

(2) School. Any establishment for teaching and learning.

(3) Peer Group. A number of individuals of approximately the same age forming a recognizable unit either in school or out.

(4) Family. Any group made up of parents and their children.

(5) Community. The people who live in a district or city under the same laws and institutions.

B. Levels. We shall use the term "level" to refer to the periods or phases of a person's growth from birth to adulthood.

(1) Early Childhood. The period from infancy to the time the child begins school.

(2) Middle Childhood. The period between early childhood and the beginning of adolescence. Roughly the elementary school years.

(3) Pre-Adolescence. The transition period between middle childhood and the adolescence period. Roughly the junior high school years.

(4) Adolescence. The period immediately preceding adulthood. Roughly the high school and early college years.

C. Sources of Behavior. We shall use this expression to refer to the observable actions of a person, verbal and non-verbal.

(1) Teacher Behavior. Any behavior that a person exhibits as he engages in performing the tasks of a teacher such as explaining, assigning, conferring, and managing a classroom or as he takes part in extra-classroom activities.

(2) Teacher-Pupil Behavior. Any behavior that involves interaction between a pupil and a teacher.

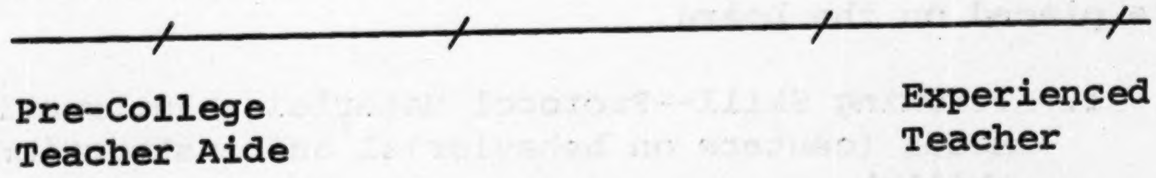
(3) Pupil Behavior. Any behavior that a child or adolescent exhibits as he attempts to meet the situations that face him from moment-to-moment throughout the day.

Five possible ways of thinking about training complexes were placed on the board.

1. Teaching Skill--Protocol Materials--Instructional Model (centers on behaviorial and instructional skills)
2. Social-Political--Social System Model (centers on sensitivity to the community, its needs, etc.)
3. Interpersonal Model (centers on sensitivity training, verbalization of needs, personal relationships)
4. Teacher Designed--Operated--Oriented Model (centers on the teacher--his particular needs, desires, abilities)
5. Industrial Training model (centers on tasks, action oriented for narrowly construed problems, uses short training sessions, treats immediate crises with ad hoc trainers, serves throughout year)

Comments to these models were:

1. The first three models would require a permanent staff of experts; the fourth is a process oriented model; the last deals with changing the structure and addresses particular problems in different areas.
2. We should use these models as analytical tools to describe what we want.
3. All of the models bear on what training complexes ought to include at some point.
4. Use a continuum or time line to describe specific needs. The time line stands for the entire teacher's career. At different points along the continuum, a teacher needs particular kinds of training:



5. The first four years of a teaching career are the critical ones. We should look at functional training in terms of the established system.

Prior to closing the meeting, the committee once again considered its activities and its role:

1. How structured and how prescriptive should this committee's advice be?
2. What we have done in the past is to be concerned with academic skills. The committee has now been talking about a much larger area of concern.
3. We are moving towards an organic rather than mechanical model, concerned with problem solving. Perhaps we use a contractual basis--an ad hoc

approach--with no physical structure. This would avoid building an institution with a built-in bureaucratic obsolescense factor.

Saul Cohen asked that four of the institutions represented (Clark, Stony Brook, Southeastern Oklahoma, and Appalachian State University) submit training complex proposals for the next meeting as a starting point for discussion and planning.

Subcommittee reports were distributed, future conference sites and dates were discussed, and the meeting was adjourned.

NOTES ON CHATHAM, MASS. MEETING
May 29-30-31, 1970

Saul Cohen opened the meeting, introduced guests, structured the agenda, and presented Clark's Micro-Pilots.

The micro-pilots provide an alternative to the three existing Training Complex models by proposing to investigate a variety of Training Complex components in the following areas:

1. Industrial Systems--Task Analysis Model
2. Interaction-Sensitivity Model
3. Reactive, On-Site, Problem-Solving Model
4. Teacher Self-Realization Model
5. Analysis of Protocol Materials Needs

Mitchell Lichtenberg briefly described the Reactive, On-Site, Problem-Solving model. Comments concerning this model were:

Notes on the Chatham, Mass. meeting

> "To compare this model with IBR's operation is inaccurate because IBR's based heavily on research."
>
> "IBR is professionally oriented. What about pupils? Have pupils come directly for IBR's services? (Students have not yet come directly to IBR, but we would respond probably in the same way as we now do to school systems.)"
>
> "A number of characteristics are important here. There is an inside-outside dimension. An outside organization has a great deal of freedom and flexibility to do what it thinks is appropriate. A non-profit organization such as IBR must prove itself to stay in existence. What incentives would make this model as effective as an IBR operation? The model needs a dynamic outside organization with accountability and consequences for failure. Schools and universities do not now have such consequences."
>
> "Many school systems do not know the problems they have. Does this Training Complex model have a role of searching out problems as well as reacting to problems?"
>
> "Sometimes a perceived problem is not the problem which a funding agency wants to work with. Often a direct approach ("get rid of problems") is least viable. This model and others like it must deal with underlying problems, sometimes using indirect approaches."
>
> "Where can we find the talent for behavior modification?" (Talent is scarce but good people can be trained.)

Bower commented on the interaction-sensitivity model. The central core of this model deals with integrating the cognitive and affective domains in teacher training. Teachers do not now know how to handle emotional aspects of curriculum. A Training Complex might provide services to school systems to deal with primary and secondary processes.

Such a Training Complex component should be specialized, a multi-district operation using committee funds and working on an ad hoc basis. Support from the schools (with a participatory board).

Harold Cohen asked three questions:

1. How would you select a target group?
2. Who needs this kind of training the most (what subject)?
3. What is the means of evaluating whether or not an individual needs training?

Bower suggested:

1. That this program be open to any teacher.
2. That an individual would know in advance what he would get out of the training.
3. That such a program might apply to all subject areas because it aims at people, not subjects.
4. That we do not make the assumption that the teacher is ineffective; rather we want to make the teacher more effective.

Other comments were:

"The type of people who need to be attracted may not come."

"Why not a procedure for all teachers who sill probably need such training according to the nature of the curriculum?"

Notes on the Chatham, Mass. meeting

"Certain kinds of training should be available to those who want it. There should be a variety of training programs in this model to fit all needs."

"Who helps the teacher combine cognitive and affective areas?" (An ad hoc group would be enlisted to run the program. This group might consist of personnel from the schools, public health, mental health centers, universities, and selected community people.)

Richard Ford described the Industrial Systems--Task Analysis Model. Comments and suggestions were:

"This model clearly gets at the teacher skill issue. If a training program is any good at all, the teacher will learn skills whether he wants to or not."

"If and whenever, we can define teacher skills, then this model has clear merit."

"If we had a procedure that paid off, then we would use it. The teachers find that most things don't work. The teacher has little time to experiment A model like this should specify and program its training for success."

"This model clearly needs task oriented programs, otherwise, it becomes too global."

"Who approves, who gives credentials, who decides what is a good performance?"

"Watch out for behavioral objectives. Don't assume you can program for emotions. Because students perform does not mean teaching procedures necessarily work."

"Teachers cannot be 'product selling' salesmen. We must have an authentic teacher."

Notes on the Chatham, Mass. meeting

"To what extent is learning to be directed to what someone else has decided?"

"Where is the opportunity for a creative input for such a model?"

"Creativity comes out of skill. Example: "Hamlet" was created. The lines are programmed, but each actor can create the role differently."

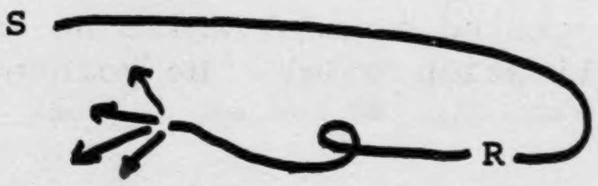
"There are two ways of looking at this:

I. $S \longrightarrow R$

(Correct in certain circumstances but the notion is that the organism does not play an active role.)

Another model suggests:

II.



that the organism is an active agent who selects out what is relevant to him."

A continuum might describe this model:

Aesthetics ⟷ Mathematics

which suggests different kinds of training for different purposes.

Irving Schwartz introduced the Teacher Self-Realization model. Several comments were:

"A political issue is involved here. Because of the nature of the school, a cadre of teachers may have no effect. Therefore, we must train for political change in schools as well as cultural change."

"We cannot change the system from the top down. We must concentrate on the teacher to create a cadre directed towards change."

"You must question the way education is mediated today. Historically, the university was made to save souls and save bodies. Education is based on the premise that knowledge is meaningful. Perhaps this is true for the vocational goals, but for human goals? The educational process now reduces degrees of freedom by the knowledge it gives and how it transmits that knowledge. What kinds of knowledge are we teaching today? Is it relevant? Today's education has little relationship to humanness or feeling. We must train teachers to be authentic, rational, human people.

Kvaraceus suggested a model which he felt might complement the Self-Realization Model. He pointed out two aspects:

1. Openness in terms of scientific method

2. Humanness

How do we get a status or prestige in the system? Perhaps we look for authentic models of people being open, having humanness.

Example: We teach how to read, but who enjoys reading? Why not tap independent schools as laboratories for uniqueness, special ways of life, that is authentic? Perhaps we can find competence models that can suggest training programs.

Comments:

"Few teachers are aware of reality. Few have reflected upon their lives."

Notes on the Chatham, Mass. meeting

"The political structure has little influence in the classroom. Most teachers do not pay attention to the school as a social system. Perhaps we might set up cells consisting of department chairmen and teachers who could be trained and reinforced in their efforts."

"The idea of placing teachers in many different schools is ineffective. The teacher would have to be a true apostle. We should train the whole school so that teachers could live authentically."

"Perhaps you don't have to convince everyone. We should keep diversity and individuality."

"The environmental setting is important. New York City will have a different way of life than Appalachia. What kind of values do we want for teachers?"

"What we have been talking about is a humanization process. We can get at it on a number of different levels:

1. Change the whole system by starting at the top

2. Change the structure of a given school (aim at the principal)

3. Focus at the department level

4. Focus on a single classroom teacher to change his classroom"

"I disagree. We must affect every level. It would be disfunctional to change one part not the whole."

"We might set up on exemplary school, take faculty members from other schools, train them and then ship them back. The exemplary school faculty might exchange with trainees."

Herbert Way described his proposal, Appalachian Training Complex Model. Comments and questions were:

"What is the relationship between the Training Complex and other institutions? Is there a common thread?"

"Can we schedule students so that they can effectively support this structure?"

"What is the ingredient that changes the teachers?"

"Is there enough university talent?"

"Who trains the trainers?"

"This is an extension and an improvement to an existing system. It does not appear to be an alternative and unique approach."

"We have talked about students working on a curriculum. What part of the structure have you really changed to allow this to happen?"

"You have made an assumption that something is wrong but have not defined exactly what is wrong. Where is the research to show that what you are doing is correct?"

"Research is not always helpful. At what point do you ask for data?"

"Insight can provide direction. Don't you need a big push to shake up teachers who have long-term committments to the status quo?"

"The Manhattan project provides an interesting model, a variety of subject groups, agreed-upon objectives and used a variety of approaches. A strong intercommunication system existed between the groups. As soon as one group got through a particular problem area, all other groups were advised so that all could proceed toward the next step. This type of 'leap-frogging' provides results efficiently."

Kreuter described the Stony Brook Model which revolved around the development of an educational field associate. Comments were:

"Where is the home for the educational field associate?"

"Who selects it?"

"Will the university faculty be an obstacle?"

"Perhaps the ambiguity of the Stony Brook subject can help similar institutions."

"A successful way of reinforcing change is to give status by paying people with disposable funds."

Gene Slaughter described his model. Comments were:

"This would provide a perfect opportunity to study role perception (adults and students)."

"Here is a project that has a tightly-knit structure."

"How is the administration salary spent? Do we have a 'he who pays, controls' problem here?"

"How are minority groups represented in this model?"

We might draw a distinction between the Micro-pilot and the three Training Complex models:

Notes on the Chatham, Mass. meeting

1. The micro-pilots are theoretical models, based on hypotheses (like the Manhattan project). The three Training Complex models are practice models, based on doing better, what we already know how to do to improve operations.

Henderson Hendricks presented a description of the Detroit Consortium for Urban Teacher Training. Senior students are recruited to work for three days in the consortium center and spend two days in the community. A major ramification is change in participating institutions. Eventually the training consortium should fade away to be replaced by programs within participating colleges and universities.

Teams were assigned to examine the micro-pilots and the training complex proposals in more depth. These teams reported briefly to the committee and assignments were made to the micro-pilot teams to prepare proposals for the June meetings.

Inventories and other relevant materials were distributed, and the meeting was adjourned.

NOTES ON THE BLOWING ROCK, N. C., MEETING
JUNE 26-27, 1970

Saul Cohen opened the meeting, discussed the agenda, and asked for reports from the Structural Component Models (Appalachian State University, Southeastern Oklahoma State College, and State University of New York at Stony Brook).

Gene Slaughter described the Dallas Training Complex Project's activities. Using a series of organizational meetings, the Dallas Training Complex was the creation of two committees: the organization committee and the product committee of the Dallas Teacher Training Council. The council has approved an administrator.

Fifty per cent of his salary will be paid from the Dallas Independent Schools and fifty percent from Training Complex funds. The Dallas Independent School Board has approved the Complex as a school activity. The Dallas Complex is carefully linked with a variety of other ongoing projects to insure close cooperation and little overlap. The membership of the Training Complex Council numbers twenty-five people drawn from the community, teacher education institutions, liberal arts institutions, and the public schools. The complex is connected to projects which involve TTT, AACTE, Texas Education Agency, and four University Education Centers. Several comments from the committee:

What is unique about this configuration? What is the project going to do and how? Can we say that this program will be school based? How many teacher trainers, and what is their source? Who organized the learning team; who leads; where are lines of responsibility?

In general, the Dallas Complex has just been started, and few details are available at this date. The initial effort of the committee was directed towards building a strong administrative structure from which decisions regarding the above questions would be made. As work continues through the summer, the Dallas Training Complex will provide additional information.

Mortimer Kreuter reported on the State University of New York at Stony Brook Model. He stated that:

1. The Educational Field Associate needs a new career pattern, modeled perhaps along the lines of faculty ranks, and be university based.
2. The university cannot really provide financial support for the educational field associate. Essentially, this concept is state-related.

Notes on the Blowing Rock, N. C., meeting

3. Schools could contract to Universities for teacher trainers (educational field associates, and B.O.C.E.S. could be contract agencies.

4. Recruiting will be a problem.

5. The educational field associate might work best with early entry teacher using a continuing education concept. Effort could be concentrated in a particular impact area. Example: middle school, or follow-through for pre-school (Headstart) children in elementary school.

6. The structure must include teachers organizations (both state and local), state departments of education, universities and colleges, school boards, and school system personnel.

7. The structure might take on the aspects of a training condominium which could sponsor Education House.

Comments to Kreuter's description were:

How can you avoid making the same mistakes as the Center for Urban Education has made? (We must work together as equal partners rather than as separate entities.)

Is Education House where the training is done, and if so, who has control? (Yes, perhaps the educational field associate, plus a management team composed of community representatives, teachers' organizations, the universities and the schools.)

What would Education House output be? (Education House would serve one major school district primarily and serve surrounding districts laterally.) Each Education House would produce 100 teachers per year (pre-service and in-service.)

Why should different institutions cooperate? (I don't know--perhaps because Education House helps to do things in other areas that institutions either cannot do or don't want to do.)

How would Education House be different from laboratory school? (Education House has two faculties. The second faculty trains.)

Who pays the teachers who are trained? (Sending schools pay for their in-service teachers, and institutions could pay for their pre-service teachers.)

Other questions and comments were:

How will you gain entry into the middle schools?

You seem to start with changing schools-to-be rather than existing schools. How will you convince existing school systems to be interested?

Are you dumping all the training into the public schools? If so, the educational field associate link to the university seems very tenuous.

What happens to supervisors that you now maintain? Can they all become educational field associates?

If your Training Complex (Education House) sells what other institutions are selling, who is going to buy the product?

What is the substance of the training? Example: for the middle school program--you must pin this down.

Perhaps we need a boot strap operation. A national pool of teacher trainers to demonstrate to Training Complex staffs.

Don Clark of Appalachian State University briefly described his Peace Corps experience in Honduras. He noted that a "county agent" system was employed to train 2,000 uncertified teachers. He was interested to find that the United States is now just considering this type of organization.

Herb Wey very briefly described his Training Complex proposal. The Training Complex essentially will sell training services through teams which will determine needs. Opposition from within the university and from the educational community has been quite light.

Wey noted that the Training Complex administrative staff could retain their status positions in former institutions and can move back to old posts. Using leaves of absence, administrative staff would rotate in and out of the Training Complex and keep their job security.

In the afternoon, the committee heard descriptions of Functional Components Models:

Comments:

Bower (Emotional Learning)

Can you give an example of a high level, "affective" individual? (Yes, and we have the tools to rate them.)

The arts have a way to get at the affective area.

In creative play we can find appropriate categories.

We can develop categories of ways of knowing or sensitivities.

See Hobbes work at Peabody on affective thinking and educating the emotions.

Notes on the Blowing Rock, N. C., meeting

The affective area is not related to any particular content but is related to what you reinforced.

The humanities must help more than just the individual. They must help the society come together as a whole.

I see one problem which is the ability to measure success. Is there anything available for the classroom teacher? How about the performing arts as a model; it has all the elements; space, time, verbal, role, part vs. whole, role changing, etc.

The drama coach and the football coach are successful as trainers because they have the same goals as their students. Normal classroom teachers do not usually share the same goals.

Remember that communication is best when a sense of "community" is already established.

Harold Cohen (Behavior Modification):

When talking with teachers about conceptual structure of behavior modification, can you get away from heavy terminology? (Yes, you continue to redefine problems, and you teach the concepts after you give practical instructions.

Biggest problem is getting teachers to measure behavior and to act on measurement. Essentially the task is to define the problem, get the frequency of the problem measured (form base line, then program the solution and measure how effective you have been.)

How much transferability of this model to other Training Complexes is there? (Probably requires a group of trainers, one of which ought to be an operant psychologist.)

I suggest that Cohen train Training Complex directors and staffs. This kind of program should be given first to teachers because nothing can happen in classroom until discipline problems are solved.

Schwartz (Self-Realization Development):

If this is spread over the year, a teacher could get at his current problems.

The first phase is the summer program version, then full year program might follow up.

Is this a substitution of a series of mini courses for maxi courses that go on now in a university? What gives the unity to all this?

The teacher gets trained when they see it is not always some one else's staff they teach but their own.

The program helps achieve identity in a group; thus, the program is different from one course after another.

The sequence of courses is very important. We must give opportunity to let the man make himself.

Isn't it our concern to figure out what the machine can do and what the human can do?

If the teacher is really his own curriculum, then teach him to get outside and understand what he is and what he is doing.

Is this just guided reading?

Does this give us a model for action? What is this knowledge worth knowing? Is the model related to Parker and Rubins' book?

Notes on the Blowing Rock, N. C., meeting

You have to make your study of knowledge appropriate to what teachers do. Use classroom teachers own classroom experience as basis for course.

There is no quick way to become a philosopher. This seems to be a lifetime education in six weeks.

The big assumption is that the trainee is educated before he comes to a program like this one.

DeVore (Technologies):

Where do you get funds to invest in instructional equipment in this model? From the county?

You have to zero in more--what is "task group therapy?" (Students need training to be open while solving value tasks in groups.)

Who devises the training program? (Intent is that teacher will be involved with the development of a program to train him.)

If this starts where the teacher is, then this program amounts to a consultative service. Wouldn't it be very expensive in that case?

Kvaraceus Model (Consumer-Producer Cooperative):

We have need for an area in our models dealing with an educational analyst.

I think we need a functional analysis of the learning environment--a grid of sensitivity to the school environment and its setting.

A teacher could be trained to analyze by getting the grid then comparing it for contrast. Thus, he could identify the major support system (behavior) and deal with it more effectively.

Critical mass important here. You have to define the unit of change (individual, class, school, system).

Saul Cohen then described the function of the Training Complex Draft definition and operational assumptions.

Comments and discussion followed:

We must avoid the same old thing. Therefore, a Training Complex must represent a significantly different idea. If the Training Complex is a real, new idea, then it must have a new conceptual base.

We must break down the functions of the Training Complex in detail to get at different kinds of teachers and aspects of teaching. We must delineate certain specific operations.

The diagnostic aspect is important. Teachers must accumulate series of skills in this area.

We must watch out for large scale operations. The Training Complex should remain small to do a few things very well. Thus, keep structures small.

The Education House (Kreuter) provides a model for the kind of decentralization we are talking about.

The issue is can a Training Complex prepare a pre-service teacher to do tasks that an in-service teacher must do. In-service training is fine, but how can the Training Complex prepare pre-service people?

Notes on the Blowing Rock, N. C., meeting

The Training Complex really can handle pre-service problems, but existing institutions can go to the Training Complex to get help in training.

We posit a different set of entry points, teacher aide, teacher, etc. Thus, personnel enter at different times in their careers. How does the Training Complex deal with this?

Take the elementary teacher who must have a broad range of skills. A Training Complex would provide a minimum set of skills.

Various Training Complexes would specialize in different aspects of skill development. A teacher could continue to go back for continuing training.

Pre-service would aim at transcendent skills (applicable to many areas) while in-service programs could focus on specific area needs.

We must look at who the entrant is. What we have here is really a problem of "training readiness."

Look at R.O.T.C. for a model for pre-service training.

What is training readiness? It is training for the teacher to consider his constant and continual need for retraining.

How can we change goals of freshmen? We just devise an artificial system, pay a portion of tuition, make a contract, and adapt the R.O.T.C. model.

If we could identify components of teaching, then diagnose weaknesses and strengths of individuals, put opposite groups together with complementary strengths and weaknesses, we might get a trade off in training.

There must be a permanent core of diagnosticians. Their job is to figure out what to do with teachers who come to the Training Complex.

An ad hoc arrangement is better. Cadre ought to be diagnostic--figure out functions of Training Complex, schedule experience, diagnose needs.

The Training Complex is manned by practitioners who can train teachers.

We ought to make some reference to the possibility of using TTT graduates as staff members.

Remember good trainers are not always good practitioners. The trainer must essentially know the act and be able to diagnose.

What about materials and equipment? What should be said about that?

What should be said about protocol materials and training materials?

Here the discussion moved on to an examination of the definition of protocol materials and training materials. B. O. Smith set the following definitions:

Protocol Material: Material used to develop concepts by which one can interpret behavior in the classroom.

Training Material: Specifies the kinds of behavior a teacher must use in class. Used by teacher trainer to train teachers to use appropriate behavior in classroom.

The Committee suggested that the director should develop a set of instruments to help articulate needs for training materials from the seven pilots.

Comments following B. O. Smith's discussion were:

> Perhaps the people who develop the protocols should develop the training materials as well.
>
> The pilots appear to be working in the opposite direction--working from situations to needs for training to materials to needs for protocol (concepts).

The Committee then worked on revisions to the draft of operational assumptions, the descriptive definitions, and the alternative sets of guidelines for Training Complexes.

Saul Cohen concluded by summarizing the Committee's recommendations and thanking everyone for their participation on the Committee.

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NOTE

Reference to "community" by the Committee has been broadly defined to include all elements, be these parents, local "self-help" groups, formal agencies, or business. Because of the high technical demands of the training complex operational management must rest squarely on those responsible for the training.